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New Series.

THE THIRD READER,

FOR

PRIMARY SCHOOLS.

BY

G. S. HILLARD AND L. J. CAMPBELL.

WITH ILLUSTRATIONS.

BOSTON:
BREWER AND TILESTON.
NEW YORK: J. W. SCHERMERHORN & CO.
PORTLAND, ME.: BAILEY & NOYES.
1874.

EdueT 758.74.433

PREFACE.

The present work completes the series of Primary School Readers, and is adapted to the wants of the highest classes in these schools. Throughout the entire series the aim of the compilers has been to make the transition gradual and easy from each Reader to that next above it in order; and from this Reader the pupil passes naturally and without abruptness to the Fourth Reader, which begins the Grammar School series.

The pieces in the present work have been carefully selected and prepared, and are so arranged that the more easy selections are found at the beginning, and the more difficult at the end. As much variety has been aimed at as was consistent with making every piece intelligible to the pupil. In this Reader, as throughout the whole series, the compilers have endeavored to convey sound moral instruction, and to instil generous and humane sentiments, as well as to form a correct taste in composition.

Entered, according to Act of Congress, in the year 1864, by
G. S. HILLARD,
In the Clerk's Office of the District Court of the District of Massachusetts.

ELECTROTYPED AT THE
BOSTON STEREOTYPE FOUNDRY,
4 SPRING LANE.

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THE

THIRD READER

EXERCISES IN ENUNCIATION.

ELEMENTARY SOUNDS.

VOWELS.

a long,	as in	**fate.**	**o** long,	as in	**note.**
a short,	"	**fat.**	**o** short,	"	**not.**
a Italian,	"	**far.**	**o** long and close,		**move**
a broad,	"	**fall.**			
e long,	"	**mete.**	**u** long,	"	**tube.**
e short,	"	**met.**	**u** short,	"	**tub.**
			u middle,	"	**full.**
i long,	"	**pine.**	**u** short and obtuse,		**fur.**
i short,	"	**pin.**			

oi and **oy**, as in **boil, boy.**
ou and **ow**, " **bound, cow.**

Marked Vowels. — The long sounds of the vowels are expressed thus: ā, ē, ī, ō, ū. The short sounds thus: ă, ĕ, ĭ, ŏ, ŭ.

ä = a in *far*; â = a in *fall*; o͝o = u in *full*.

Accent. — All words of more than one syllable have an ACCENT, or more forcible stress of voice on one of the syllables than on the others. Accent is noted by a short mark at the right of the syllable; as, *look'ing*; *ex-pect'*.

VOCAL CONSONANTS.*

b	as in	babe.	r (trilled)	as in	rap.
d	"	did.	r (smooth)	"	nor.
g hard,	"	gag.	th soft,	"	thine.
j	"	joy.	v	"	valve.
l	"	lull.	w	"	wine.
m	"	maim.	y	"	yes.
n	"	nun.	z	"	zeal.
ng	"	sing.	z (like *zh*)	"	azure

ASPIRATE CONSONANTS.†

ch	as in	church.	s	as in	seal.
f	"	fife.	sh	"	shine.
h	"	hold.	t	"	tent.
k	"	kirk.	th sharp,	"	thin.
p	"	pipe.			

* **Vocal consonants** are those uttered with a slight degree of vocality, but less than that of a vowel. They are formed with a vibration of the vocal chords.

† **Aspirate consonants** are those in which the pure breath alone is heard. They are formed without any vibration of the vocal chords.

Note to the Teacher. The teacher is recommended to make frequent use of these tables of elementary sounds, as a class exercise. The words containing the elements may be pronounced first, and afterwards the elements should be distinctly and forcibly articulated separately.

The skilful teacher will practise different modes of using these tables.

EXERCISES ON THE VOWELS.

a (long).

age, ate, ape, babe, pale, face, bake, lane, made, rate, page, wade, shame, tame, name.

a (short).

an, am, at, bad, bat, pat, fat, fan, vat, lap, lad, map, mat, ran, rat, hat, wax, that, than, chat.

a (Italian).

far, mar, jar, tar, are, bark, park, dark, arm, farm.

a (broad).

all, fall, gall, ball, tall, small, bald, halt, salt, warm, warn, swarm, want, warp, wart.

e (long).

be, he, me, we, she, here, mere, mete, these.

e (short).

bed, pet, fed, vex, beg, ten, hen, led, leg, let, met, get, jet, net, step, neck, deck, wet, yet.

i (long).

die, pie, lie, ice, bite, pipe, five, fine, vine, wine, dive, dine, time, fire, hide, hive, life, line.

i (short).

bid, bit, dip, fit, hid, hit, his, kid, lip, lit, pig, pit, sip, sit, tip, wit, this, shin, ship, chin, chip.

o (long).

foe, hoe, toe, bone, home, joke, hope, lone, **note**, nose, rope, tone, moan, own, shore, vote, **wore**.

o (short).

an, ox, bog, top, dog, fog, job, jog, log, lot, **mop**, not, rob, rod, sob, sod, chop, shop, shot.

o (long and close).

do, to, lose, prove, move, shoe, who, **whose**.

u (long).

due, hue, use, dupe, fume, flume, flute, **mule**, mute, plume, pure, tube, tune, new, few.

u (short).

up, bud, bug, but, dug, fun, gun, hub, **hut**, **nut**, pug, sum, sun, sup, tub, lung, sung.

u (middle).

put, pull, bull, full, push, bush, ambush, **bushel**.

u (short and obtuse).

bur, cur, fur, blur, slur, spur, spurn, turf, **surf**.

oi and **oy**.

oil, boil, soil, toil, spoil, join, joint, **point**, **noise**, choice, boy, coy, cloy, joy, toy.

ou and **ow**.

foul, gout, loud, noun, out, our, pout, **rout**, **brow**, brown, cow, how, now, town.

EXERCISES ON THE CONSONANTS.

VOCAL CONSONANTS.

b — *b*ad, *b*ade, *b*id, *b*ide, *b*og, *b*oné, *b*ud.
d — *d*ab, *d*ate, *d*og, *d*ug, *d*upe, *d*oom.
g hard — *g*ad, *g*ale, *g*et, *g*ot, *g*one, *g*un.
j, or **g** soft — *j*et, *g*em, *j*og, *g*ibe, *j*ug.
l — *l*ap, *l*ate, *l*et, *l*og, *l*one, *l*ug.
m — *m*an, *m*ate, *m*en, *m*ean, *m*ain, *m*oan.
n — *n*ag, *n*ame, *n*ot, *n*ote, *n*ew, *n*ude.
ng — si*ng*, su*ng*, ba*ng*, lo*ng*, so*ng*, ru*ng*.
r trilled — *r*ap, *r*ain, *r*ed, *r*ig, *r*ide, *r*ug.
r smooth — ba*r*, ca*r*, o*r*, si*r*, he*r*, fu*r*.
th soft — *th*y, *th*ine, *th*is, *th*ose, *th*us, brea*th*e, wi*th*
v — *v*an, *v*ane, *v*ine, *v*ote, *v*oid, *v*oice.
w — *w*an, *w*ave, *w*in, *w*ine, *w*ove.
y — *y*et, *y*ell, *y*ear, *y*on, *y*oke, *y*ou.
z — *z*any, *z*eal, *z*ero, *z*one, *z*ig*z*ag.
z (*zh*) — a*z*ure, u*s*ual, ho*s*ier, plea*s*ure.

ASPIRATE CONSONANTS.

ch — *ch*in, *ch*at, *ch*ore, *ch*ose, *ch*urn.
f, or **ph** — *f*an, *f*in, *f*ine, *f*un, *ph*iz, *ph*ase.
h — *h*ad, *h*ail, *h*en, *h*id, *h*ide, *h*ome.
k, or **c** hard — *c*at, *k*it, *k*ite, *c*ot, *c*ut, *k*een.
p — *p*an, *p*et, *p*in, *p*ine, *p*od, *p*ug.
t — *t*an, *t*en, *t*in, *t*ime, *t*one, *t*une.
s, or **c** soft — *s*at, *c*ent, *s*in, *s*on, *s*ung, vi*c*e.
sh, or **ch** soft — *sh*in, *sh*ine, *sh*one, *sh*un, *ch*aise.
th sharp — *th*ank, *th*in, *th*ick, *th*ong, wra*th*, wrea*th*

CONSONANT COMBINATIONS.

Note to the Teacher. Pupils should be frequently exercised in pronouncing the words containing these consonant combinations. The combinations should also be articulated separately. In this way a clear and accurate utterance may be secured. Articulate distinctly, forcibly, and accurately.

INITIAL COMBINATIONS.

bl — *bl*ack, *bl*ame, *bl*oom, *bl*ink, *bl*unt.
br — *br*and, *br*eeze, *br*ing, *br*ink, *br*oil.
dr — *dr*ag, *dr*aw, *dr*ift, *dr*ink, *dr*um, *dr*unk.
dw — *dw*arf, *dw*ell, *dw*indle.
gl — *gl*ad, *gl*ance, *gl*ide, *gl*obe, *gl*um.
gr — *gr*and, *gr*ade, *gr*ain, *gr*ant, *gr*ound, *gr*udge.
fl — *fl*ash, *fl*ing, *fl*oat, *fl*ew, *fl*ung.
fr — *fr*ame, *fr*ill, *fr*oze, *fr*uit, *ph*rase.
hw — *wh*en, *wh*at, *wh*y, *wh*ich, *wh*ile, *wh*elm, *wh*im.
kl — *cl*ad, *cl*od, *cl*ack, *cl*ang, *cl*ing, *cl*ung.
kr — *cr*ave, *cr*eek, *cr*ow, *cr*ew, *cr*ust.
kw — *qu*ick, *qu*ell, *qu*ince, *qu*een.
pl — *pl*an, *pl*ane, *pl*od, *pl*um, *pl*ume.
pr — *pr*ay, *pr*ess, *pr*une, *pr*im, *pr*ism.
tr — *tr*ap, *tr*ead, *tr*ip, *tr*ue, *tr*unk.
tw — *tw*ig, *tw*elve, *tw*in, *tw*ine, *tw*ice.
sk — *sc*at, *sk*ill, *sk*in, *sc*orn, *sc*old, *sc*ud.
sl — *sl*ack, *sl*eep, *sl*ide, *sl*ing, *sl*unk.
sm — *sm*all, *sm*art, *sm*ith, *sm*ooth, *sm*ut
sn — *sn*ap, *sn*ake, *sn*eak, *sn*eer, *sn*ort, *sn*ow, *sn*ug.
sp — *sp*an, *sp*ar, *sp*eak, *sp*oke, *sp*un.
st — *st*amp, *st*and, *st*eam, *st*one, *st*ung.

sw — *sw*amp, *sw*im, *sw*ine, *sw*ing, *sw*ung, *sw*oon.
skr — *scr*atch, *scr*eam, *scr*een, *scr*ipt, *scr*oll, *scr*ub.
spl — *spl*ash, *spl*int, *spl*een, *spl*ice.
spr — *spr*ain, *spr*ing, *spr*out, *spr*ung.
str — *str*and, *str*eam, *str*ing, *str*ipe, *str*ong, *str*ung.
shr — *shr*ed, *shr*ill, *shr*ine, *shr*oud, *shr*ub, *shr*ug.
thr — *thr*ee, *thr*ill, *thr*ice, *thr*one, *thr*ong, *thr*um.
thw — *thw*ack, *thw*art.

TERMINAL COMBINATIONS.

bd, bz — e*bb'd*, fo*bb'd*, ro*bb'd*; cu*bs*, sno*bs*, stu*bs*.
dth, dths — brea*dth*, wi*dth*; brea*dths*, wi*dths*.
dz — be*ds*, bi*ds*, loa*ds*, toa*ds*, a*dze*, gla*dcs*.
gd, gz, gst — be*gged*, jo*gged*, do*gged*; do*gs*, ho*gs*, mu*gs*; di*gg'st*, la*gg'st*.
lch, lcht; lj, ljd — fi*lch*; fi*lched*; bi*lge*; bi*lged*.
ld, ldst, ldz — fi*lled*, to*ld*; fi*ll'dst*; sca*lds*, fo*lds*.
lf, lfs, lft, lfth, lfths — wo*lf*, se*lf*; sy*lphs*; ingu*lfed*; twe*lfth*; twe*lfths*.
lk, lks, lkt — mi*lk*, e*lk*; si*lks*, e*lks*; mi*lked*.
lm, lmd, lmz; ln — fi*lm*, e*lm*; fi*lm'd*, whe*lm'd*; e*lms*, he*lms*; fa*llen*, sto*len*.
lp, lps, lpst, lpt — sca*lp*, gu*lp*; he*lps*, ye*lps*; he*lp'st*; gu*lped*.
ls, lst — e*lse*, fa*lse*; ca*ll'st*, dwe*ll'st*, repu*lsed*.
lt, lts, ltst — fe*lt*, sa*lt*; wi*lls*, bo*lts*; wi*lt'st*.
lth — stea*lth*, fi*lth*, hea*lth*, wea*lth*.
lv, lvd, lvz — de*lve*, twe*lve*; de*lved*; e*lves*.
lz — wa*lls*, be*lls*, te*lls*, to*lls*, ro*lls*, foo*ls*.

md; mp, mps, mpt — la*med*, com*bed*; va*mp*, po*mp*, lu*mp*; li*mps*, sta*mps*; pu*mp'd*.

mz — ai*ms*, clai*ms*, broo*ms*, roo*ms*.

nd, ndz — *end*, *find*; *ends*, *finds*, bo*nds*.

nj, njd — strā*nge*, rā*nge*; rā*nged*, chā*nged*.

ns, nst — den*se*, on*ce*; can*'st*, fen*c'd*.

nt, nts — se*nt*, blu*nt*; a*nts*, wa*nts*.

nth, nths — te*nth*, ni*nth*; te*nths*.

nz, nzd — ba*nns*, du*ns*; bro*nzed*.

ngd, ngdst; ngz — ba*ng'd*, lo*ng'd*, wro*ng'd*; lo*ng'dst*; ri*ngs*, wi*ngs*, to*ngs*, pro*ngs*, wro*ngs*.

ngth, ngths — stre*ngth*, le*ngth*; le*ngths*.

ngk, ngks, ngkt — *ink*, tha*nk*, *sank*; ba*nks'* ra*nks*, mo*nks*; tha*nked*, ra*nked*.

rb, rbd, rbz — o*rb*, cu*rb*; cu*rbed*; cu*rbs*.

rch, rcht — ma*rch*, lu*rch*; ma*rched*, sco*rched*.

rd, rdz — he*rd*, spa*red*; bi*rds*, wo*rds*.

rf, rfs; rz — sca*rf*; wha*rf*; tu*rfs*; ea*rs*, ca*res*,

rj, rjd — di*rge*, fo*rge*; cha*rged*, u*rged*.

rg, rgz — bu*rg*; bu*rgs*.

rk, rks, rkt — *ark*, ha*rk*, wo*rk*; ba*rks*, lu*rks*, sto*rks*; ma*rked*, ba*rked*, wo*rked*.

rl, rld, rlz — fu*rl*, pea*rl*; wo*rld*, sna*rled*; cu*rls*

rm, rmd — fi*rm*, sto*rm*; a*rmed*, fo*rmed*.

rmz; rmth — fa*rms*, sto*rms*, wa*rms*; wa*rmth*.

rn, rnd, rnt, rnz — ba*rn*, fe*rn*, bo*rn*; wa*rned*, chu*rned*; lea*rnt*, bu*rnt*; wa*rns*, ba*rns*.

rp, rps, rpst, rpt — chi*rp*, wa*rp*; co*rpse*, usu*rp'st*; wa*rped*, ca*rped*.

rs, rst — pur*se*, par*se*, ver*se*; fir*st*, wor*st*.
rt, rts — ma*rt*, spo*rt*; wa*rts*, sta*rts*.
rth, rths, rtht—mi*rth*, fou*rth*; fou*rths*; ea*rthed*.
rv, rvd; rvz — ca*rve*, *serve*; *served*, sta*rved*, cu*rves*, ne*rves*, *serves*.
thd; thz; thm — brea*thed*, ba*thed*; brea*thes*, pa*ths*, wrea*thes*; rhy*thm*.
vd, vdst; vst; vz — li*ved*, mo*ved*; li*v'dst*; lo*v'st*, pro*v'st*; do*ves*, sho*ves*.
zd; zn, znz; zm, zmz — sei*zed*, bu*zzed*; pri*son*, rai*sin*; pri*sons*, rai*sins*; cha*sm*, spa*sm*, pri*sm*; cha*sms*, spa*sms*.
cht — ma*tched*, pi*tched*, tou*ched*, rea*ched*.
ft, fts, ftst — si*ft*, so*ft*; li*fts*, si*fts*; le*ft'st*.
fs, fst; fth — cu*ffs*, lau*ghs*; lau*gh'st*; *fifth*.
kt, kts; ks, kst — a*ct*, du*ct*, li*ked*; *acts*, *facts*; ne*cks*, ta*x*; ta*xed*.
pt — a*pt*, wra*pt*, hea*p'd*, lea*ped*.
ts, tth — sta*tes*, rou*tes*; ei*ghth*.
sk, sks, skst, skt — ba*sk*, de*sk*; ca*sks*; *ask'st*; a*sked*, ri*sked*, fri*sked*.
sp, sps, spt — ga*sp*, li*sp*, cri*sp*; li*sps*, ra*sps*, wa*sps*; li*sp'd*, ga*sp'd*.
st, sts — fa*st*, mo*st*, mu*st*; la*sts*, fi*sts*, bea*sts*.
ths, tht — fri*ths*, tru*ths*; scăt*h'd*, fro*th'd*.

MARKS USED IN PRINTING.

, COMMA. The Comma usually denotes the shortest stop in reading.

; SEMICOLON. The Semicolon denotes a stop a little longer than the comma.

: COLON. The Colon denotes a stop a little longer than a semicolon.

. PERIOD. The Period denotes a full stop. It is placed at the end of a sentence.

? NOTE OF INTERROGATION. The Note of Interrogation denotes that a question is asked.

! NOTE OF EXCLAMATION. The Note of Exclamation denotes emotion or strong feeling.

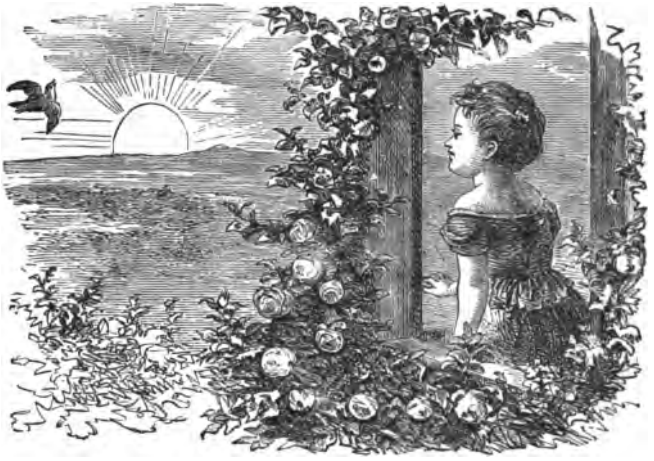
— DASH. The Dash denotes a sudden turn in a sentence. It is also used to lengthen the other pauses.

' APOSTROPHE. The Apostrophe denotes that one or more letters in a word are omitted, as *ne'er* for *never*. It also denotes the possessive case, as *John's kite*.

- HYPHEN. A Hyphen is sometimes used to separate the syllables of a word, as *po-ny*.

" " QUOTATION MARKS. Quotation Marks denote that the exact words of another are taken or *quoted*.

( ) PARENTHESIS. The Parenthesis encloses words which might be left out without injury to the sense. These words should be read with a lower, softer, and more rapid voice than the other part of the sentence.



LESSON I.

scorch	win'dow	eyes	com'ing
fruit	bright'ness	ti'ger	France
wrap	daz'zles	ea'gle	Spain
li'on	hol'low	earth	Eng'land (ing')

gold'en. *made of gold, or shining like gold.*
trav'el-ler, *one who goes from place to place.*
tired, *weary.*
beau'ti-ful, *very pleasing.*
ri'pen, *to grow ripe.*
pierc'ing, *sharp, keen.*
glo'ri-ous, *noble, splendid.*
creat'ure, *a person or thing made by God.*
whole (hōle), *all, entire.*

WHAT IS MY NAME?

1. I RISE in the east; and when I rise it is day. I look in at your window with my bright golden eye, and tell you when it is time to get up. I do

not shine for you to lie in your bed and sleep; but I shine for you to get up, and work, and read, and walk about.

2. I am a great traveller; I travel all over the sky; I never stop, and I am never tired.

3. I have a crown of bright beams upon my head, and I send forth my rays everywhere. I shine upon the trees and the houses, and upon the water; and every thing looks sparkling and beautiful when I shine upon it.

4. I give you light, and I give you heat. I make the fruit and the grain ripen.

5. I am up very high in the sky, higher than all trees, higher than the clouds. If I were to come near you I should scorch you to death, and I should burn up the grass.

6. Sometimes I take off my crown of bright rays, and wrap up my head in thin silver clouds, and then you may look at me. But when there are no clouds, and I shine with all my brightness at noonday, you cannot look at me; for I should dazzle your eyes and make you blind.

7. Only the eagle can look at me: the eagle, with his strong, piercing eye, can gaze upon me always.

8. When I am going to rise in the morning, and make it day, the lark flies up in the sky to meet me, and sings sweetly in the air; but the owl and the bat fly away when they see me, and

hide themselves in old walls and hollow trees; and the lion and the tiger go into their dens and caves, where they sleep all the day.

9. I shine in all places. I shine in England, and in France, and in Spain, and all over the earth. I am the most beautiful and glorious creature that can be seen in the whole world. What am I, child, and what is my name?

LESSON II.

know	shīn'ing	each	chil'dren
there	count'ed	heav'en	man'y (men'-)

co'sey, *snug, comfortable.* | float'ing, *borne along on water or in air.*
world, *the earth.*

GOD CARES FOR ALL.

1. Do you know how many stars
There are shining in the sky?
Do you know how many clouds
Every day go floating by?
God the Lord has counted all:
He would miss one should it fall.

2. Do you know how many flies
Play about in the warm sun?
How many fishes in the water?—
God has counted every one.

Every one he called by name
When into the world it came.

3. Do you know how many children
Go to little beds at night,
Sleeping there so warm and cosey,
Till they wake with morning light?—
God in heaven each name can tell,
Knows them all and loves them well.

LESSON III.

bird	tow'ard	o'pened	climb
asked	mouths	bought	care'ful-ly
will'ing	to-geth'er	hun'gry	speck'led (-ld)

past'ure, *land on which cattle eat the grass.*
thick'et, *a cluster of trees or shrubs.*
peeped, *looked slily.*
raised, *lifted.*
pro-posed', *offered as a plan.*
re-turn', *come or go back.*
want'ed, *wished.*
hatched, *to bring forth young from eggs.*

ROBBING A BIRD OF HER NEST.

1. ONE day John Wood asked Joseph Brent to go with him down to the brook that ran through the pasture, and see a bird's nest which he had found some days before.

2. John said there was a small thicket near the brook, and that, on one of the bushes, there

was a nest which had four light-blue speckled eggs in it. It was the nest of a blackbird.

3. Joseph was very willing to go; so they both started for the brook.

4. When they came near the thicket they walked softly toward the place where John said the nest was, fearing that the old bird would hear them and fly away.

5. John went ahead, and crept very carefully up near to the nest, and peeped over into it. The old bird was not there; but John saw four little young birds packed together very snugly.

6. "O, the old bird has hatched the eggs!" said John, "and here are her little, naked young ones."

7. When the young birds heard some one near the nest, they raised their heads and opened their mouths, thinking that their mother had brought them something to eat.

8. "They are hungry," said John, "and the old bird has gone after some food for them. I mean to take the young birds home, and feed them till they grow large, and then I shall get my father to make a cage for them."

9. So John took the nest out of the bush. Joseph proposed that they should climb a fence near by, and wait for the old bird to return home. He wanted to see what she would do when she saw that her nest and young ones were gone.

LESSON IV.

worm	stretch'ing	car'ried	lov'ing
cries	back'wards	din'ner	sure (shoor)
cru'el	for'wards	thought	pret'ty (prit'-)

di-rect'ly, *in a straight line.*
flut'tered, *flapped the wings rapidly without flight, or with short flights.*
dropped (dropt), *let fall.*
dis-tress', *pain.*
pit'i-ful, *sad, sorrowful.*
dis'tance, *space between two things.*
hov'ered, *hung fluttering over.*
grief, *sorrow.*

ROBBING A BIRD OF HER NEST, CONCLUDED.

1. While the boys sat on the fence, looking at the little birds stretching their necks from the nest, and opening their mouths for food, they saw the old bird coming with a worm in her bill.

2. She flew directly to the place where the nest had been, and when she saw that it and her young ones were gone, she dropped the worm from her mouth, and fluttered around as if in great distress.

3. Soon she saw the nest, with her children in it, on John's lap, and then she flew backwards and forwards, and round and round over the boys' heads, and her cries were very pitiful.

4. "See how bad the mother-bird feels!" said Joseph. "Let us put the nest back. I am sure it must be wrong to steal her young ones away from her."

5. John felt that Joseph was right; so he carried the nest back and put it carefully where he had found it.

6. They then went some distance away. The old bird at first hovered around the nest as if in fear, but soon she came down to her children.

7. She was happy to get them back again

safe; but she had lost the food which she had been at so much trouble to find for them.

8. The boys were very glad that they did not carry the young birds away.

9. They had not thought before how cruel it is to rob a happy, loving bird of her young. They had never thought of the grief of the mother-bird when she comes home and finds her pretty little nest and her dear children gone.

LESSON V.

beard (bērd)	un-less′	A′si-a (a′she-a)	butt
beau′ty	an′i-mal	Thib′et (tib′et)	used

rock′y, *full of rocks, stony.*
heath, *a low shrub.*
silk′y, *like silk.*
val′ue, *worth.*
a-bounds′ in, *has in great plenty.*
teased, *plagued.*
yields, *gives.*

THE GOAT.

1. THE goat is found in many countries. It commonly has long horns and a long beard.

2. Goats will climb steep and rocky places to find the heath and other shrubs on which they like to feed.

They also eat grass, and are fond of the bark of trees.

3. Some goats have coarse hair; the hair of others is fine and silky.

4. There is a country in Asia called Thibet which abounds in goats.

5. The hair of these goats is so soft and fine that shawls of great beauty and value are made from it.

6. The tame goat is a very gentle animal unless it is teased; then it will butt with its horns.

7. It yields us milk, which some people think very nice, and its flesh is used for food.

8. A young goat is called a kid.

LESSON VI.

bird'ie	peep	long'er	does (duz)
ba'by	limbs	strong'er	says (sez)

con'stant-ly, *all the time.* | rec'ord, *an account.*
un-no'ticed, *not thought of.* | fleet'ing, *swiftly flying.*

BIRDIE AND BABY.

1. What does little birdie say,
In her nest at peep of day?
Let me fly, says little birdie,
Mother, let me fly away.

2. Birdie, rest a little longer,
Till the little limbs are stronger.

So she rests a little longer,
Then she flies away.

3. What does little baby say,
In her bed at peep of day?
Baby says, like little birdie,
Let me rise and fly away.

4. Baby, sleep a little longer,
Till the little limbs are stronger.
If she sleeps a little longer,
Baby too shall fly away.

PASSING MOMENTS.

1. The little time-piece all the day
Ticketh, ticketh constantly;
Unnoticed, still it ticks away,—
Ticking, ticking silently.

2. In each breast a clock is beating,
Through the morning, noon, and night.
And a record there is keeping
Of the moments swiftly fleeting,
Hastening ever from our sight.

LESSON VII.

a'corns	climb'ing	jumped	rub'bing
pump'kin	rath'er	creep'ing	stu'pid

im-mense', *very large.*
be-neath', *under.*
ob-served', *saw, noticed.*
ti'ny, *very small.*
slen'der, *slight.*
scarce'ly, *hardly.*

THE ACORN AND THE PUMPKIN.

1. A COUNTRY lad, as he lay one day stretched out upon his back beneath a large oak, observed the runner of a pumpkin, with heavy fruit on it, climbing upon a hedge near at hand.

2. He shook his head at this, and said, "It is very odd to see such immense fruit on so slender a stem, and these tiny acorns up there on the great oak.

3. "I really think it would have been better if these big, yellow pumpkins, the size of a man's head, had been made to grow upon the stout tree, and those small acorns, not so large as my thumb, upon the creeping plant."

4. He had scarcely done speaking, when a good-sized acorn fell right upon his nose, and gave him rather a sharp rap.

5. As he jumped up, rubbing the sore place, he could not help saying, "But if that had been a pumpkin that fell just now, it would have been all over with my poor nose." And this was not quite so stupid as what he said before.

LESSON VIII.

died	smil'ing	washed	bon'net
clothes	pleased	teach'er	kitch'en
get'ting	hur'ry	a'pron (-purn)	Al'ice
heav'y	bas'ket	play'ground	Mon'day

quite, *wholly.*
sor'ry, *grieved.*
sup-port', *to provide for.*
sin'gle (sing'gl), *one only.*
ab'sence, *being away from.*
ought, *should.*
hās'tened (-snd), *hurried.*
rea'son, *cause.*

THE GIRL WHO WISHED TO HELP HER MOTHER.

1. ALICE GRAY'S father died when she was only one year old. After her father's death her mother had to work very hard to support herself and her little girl.

2. When Alice was six years old she began to go to school. One Monday morning, when she was getting ready to go, she saw her mother hard at work washing clothes near the kitchen door. That day there was a large pile of clothes to wash.

3. Alice felt very sorry for her mother, and she thought that she might be able to do something to help her. So she laid down her bonnet, and said, "Please, mother, may I stay at home to-day?"

4. "Why," said her mother, "I thought you liked to go to school. You said you did not

mean to have a single mark for absence this term."

5. "So I did," said Alice; "but you have to work so hard, I think I ought to stay at home to help you."

6. "O, no," said her mother, smiling; "your little hands are quite too small to wash these heavy clothes. Go to school this morning, and at noon you may come home, if you wish, and help me hang them on the line."

7. Alice ran away to school, much pleased to think that she could be useful to her dear mother.

8. When school was out, the girls started for the playground, to eat their dinners and have a grand play.

9. "Come and play with us," said little Katy Grant to Alice.

10. "No," said Alice, "I cannot to-day; I must hurry home to help my mother. I like very much to play, but I like more to do something for my dear mother, who does every thing she can for me."

11. Then Alice ran home as fast as she could go. She found that her mother had the clothes in the basket all washed and ready to hang upon the line.

12. Alice took the clothes-pins in her apron, and stood near her mother, so that she could

hand them to her as fast as they were wanted. In this way she saved her mother a great many

steps, and they soon had the clothes all nicely hung out to dry.

13. Then Alice ate her dinner with her mother, and hastened back to the school-house. He

teacher smiled kindly when she saw her. She kissed little Alice, and said, "I heard you tell Katy Grant the reason why you could not go to play in the play-ground. You are a very good little girl. No one can help loving a girl who is so good and kind to her mother."

14. Alice took her seat with a happy heart, because she felt that she had done right.

LESSON IX.

hour	mean'ing	fif-teenth'	e'ven-ing
known	run'ning	num'ber	af'ter-wards
watch'es	rib'bon	ex-act'ly	ea'si-ly
passed	fig'ure	twen'ty	di-vīd'ed

ex-plain', *to make plain.*
di-vis'ion, *a separating into parts; a part cut off from the rest.*
min'ute, *sixty seconds.*
reck'on, *to count.*
quar'ter, *a fourth part.*
gen'er-al-ly, *commonly.*
ex-cuse', *what is said to free one from blame.* [*heed.*
fol'low, *to come after; to*
in-stead' of, *in the place of*

THE CLOCK.

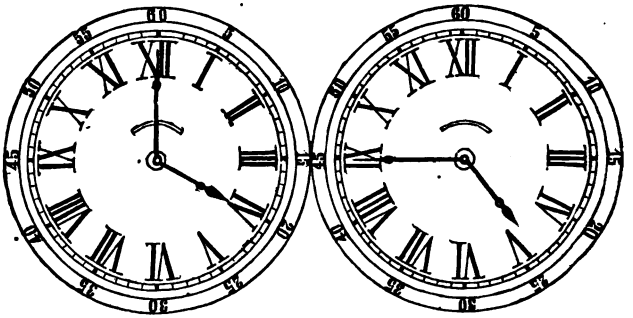
1. *Charles.* PRAY, sir, will you explain to us about the clock? I should like to be able to tell what o'clock it is.

2. *Teacher.* I will.—Harry, can you tell Charles the meaning of the words, "What o'clock is it?"

3. *Harry.* What is the hour of the clock, sir.

4. *Teacher.* Yes; when we say "What o'clock is it?" we mean "What hour is it of the clock?" or "What is the hour by the clock?" How is the hour known on the clock, Charles?

5. *Charles.* By the hands, sir.



6. *Teacher.* Now, look at the clock-face. There are two lines running all round it, like a ribbon. This ribbon is divided into sixty parts by lines. The line at the top is marked 60, and the divisions are counted from left to right.

7. At the fifth line there is 5, at the tenth 10, and so on. Clocks and watches have other larger figures marked on the face. At the fifth line there is I., at the tenth II., at the fifteenth III., and so on. Thus the number at the top of the clock is XII.

8. What else is there on the face, Charles?

9. *Charles.* Two hands, sir, — one long, and one short.

10. *Teacher.* Well, the long hand moves quite

round the face in exactly one hour. If it starts at the mark 60, it comes to the first mark of division in one minute, to the next mark in two minutes, and so on. If, then, it is at 20, how many minutes is it since it was at 60?

11. *Charles.* Twenty minutes.

12. *Teacher.* Very well. This long hand is called the minute-hand. Now the short hand moves through five divisions, while the long hand moves through sixty. If both hands started together at 60 or XII., when the minute-hand is next at XII., the short hand will be at 5 or I., and one hour will have passed. When the minute-hand comes once more to XII., the short hand will be at 10 or II.

13. Now, suppose at noon we put both hands at XII., in one hour the long hand will be at XII. again, and the short hand at I., and we say, "It is one o'clock." And if at any time afterwards we look at the clock, and see the short hand at IV., and the long hand at XII., we know that it is four o'clock. The short hand is called the hour-hand, because it marks the hours.

14. *Frank.* But, sir, in this way we seem to reckon the hours from noon, and not from midnight.

15. *Teacher.* Where will the hands be at midnight?

16. *Frank.* Midnight is twelve hours after

noon. The short hand will have moved through twelve times five divisions. Twelve times five are sixty. It will be at 60; and the minute-hand will be there at the end of every hour. So both hands will be together at XII.

17. *Teacher.* Then the hours will begin again and, instead of counting up to twenty-four hours, we count up to twelve, and then begin again.

18. *Charles.* There will be two four o'clocks. How do we know which we mean?

19. *Teacher.* We say, "It is four o'clock in the morning," or "It is four o'clock in the evening."

20. *Charles.* But if it is not exactly four?

21. *Teacher.* If the hour-hand is between IV. and V., we know that it is past four, and not yet five. Then we must look at the minute-hand. If we find it at 25, we know that it is twenty-five minutes since this hand was at XII. So now it is twenty-five minutes past four.

22. As there are sixty minutes in the hour, fifteen minutes make a quarter of an hour, and thirty minutes make half an hour. So when the minute-hand is at 15 or III., we say it is a quarter past four; when it is at 30 or VI., we say it is half past four; when it is at IX., it is three quarters past four, or it wants one quarter to five.

23. We can easily see, by looking at the clock, that from XII. to III. is a quarter of the whole

round, and from XII. to VI. is half the whole round, and so we can tell when it is a quarter past, or half past, or a quarter before any hour, without counting the minutes.

24. When the minute-hand has passed the VI., we generally reckon, not by the number of minutes since the last hour, but by the number of minutes before the next hour.

25. Thus (the hour-hand being still between IV. and V.), if the minute-hand is at 40 or VIII., we say it wants twenty minutes to five.

26. Now that you know how to tell what o'clock it is, there will be no excuse for being late. And I will give you a safe rule, which I hope you will follow, — "Always be five minutes before the time."

LESSON X.

write	ly'ing	nei'ther	ques'tion
said (sed)	won'der	naugh'ty	pa'tient-ly

twink'ling, *sparkling.*
pair, *two of a kind.*
mer'ri-ly, *gayly.*
hin'der, *to prevent.*
guides, *directs.*
I'd, *I would.*
I've, *I have.*
launch, *to cause to slide from the land into the water.*
o-bey', *to do as we are told.*
lis'ten (lis'sn), *to try to hear.*
I'll, *I will.*
I'm, *I am.*

THE BOY AND THE STARS.

1. You little twinkling stars, that shine
Above my head so high,
If I had but a pair of wings,
I'd join you in the sky.

2. I am not happy lying here,
With neither book nor toy;
For I am sent to bed because
I've been a naughty boy.

3. If you will listen, little stars,
I'll tell you all I did:
I only said I would not do
The thing that I was bid.

4. I'm six years old this very day,
And I can write and read,
And not to have my own way yet
Is very hard indeed.

5. I do not know how old you are,
Or whether you can speak;
But you may twinkle all night long,
And play at hide-and-seek.

6. If I were with you, little stars,
How merrily we'd roll
Across the skies, and through the clouds,
And round about the pole!

7. The moon, that once was round and full,
Is now a silver boat;
We'd launch it off that bright-edged cloud,
And then — how we should float!

8. Does any body say, "Be still,"
When you would dance and play?
Does any body hinder you,
When you would have your way?

9. O, tell me, little stars, for much
I wonder why you go
The whole night long from east to west,
So patiently and slow! —

10. "We have a Father, little child,
Who guides us on our way;
We never question, — when He speaks
We listen and obey."

LESSON XI.

pict'ure	ten'der	mon'ey	catch
lodg'ing	daugh'ter	taught	Hel'en

vil'lage, *a small collection of houses in the country.*
peo'ple, *men, women, and children.*
wick'ed, *sinful, bad.*
strān'ger, *one unknown to us.*
pow'er, *ability to do.*

HELEN AND HER GRANDFATHER.

1. Look at this picture of an old man with a little girl and dog. They are going to the next village to find some kind people who will give them food and lodging for the night.

2. They are very poor, and the old man is nearly blind. The little girl, who is his granddaughter, has to lead him along.

3. She is very fond of her grandfather, and he would feel quite sad but for her kind words and tender care of him.

4. He was once rich, and lived in a house of his own; but wicked men took his money from him, his wife and children died, and he has now no one to help him but his dear granddaughter, Helen.

5. She will never leave him, but will work for him as long as he lives.

6. The little dog is named Jack, and is very fond of his master, but does not like strangers.

7. Helen has taught him tricks: he will sit upon his hind legs and put out his paw to be shaken, and will throw bread from his nose and catch it in his mouth. He will also take a basket in his mouth, and carry it a long way.

8. Little children should love their old grandparents, and do all in their power to please them and make them happy.

LESSON XII.

aunt (ant)	wheth'er	played	brought
cous'in	blan'ket	prayed	noth'ing (nuth'-)
cor'ner	rolled	laughed	grand'fa-ther
un'cle (ung'-)	hear'ing	a-piece'.	grand'moth-er

pleas'ant, *agreeable.*
pres'ent, *a gift.*
long'ing, *wishing for very much.*
e-nough' (-nuf'), *all we need.*
rap'id-ly, *swiftly.*
per-haps', *maybe.*
gi'ant, *a very large and strong person.*
cas'tle (kas'sl), *a large fortified house.*
dread'ful, *terrible.*
hymn, *a song of praise.*

THE THREE PRESENTS.

1. When Mary's aunt came to see her, she brought her cousin Ellen. Mary was very glad, for she had only one little brother, whose name was Harry, and she liked very much to have a little girl to play with.

2. Mary's aunt also brought a large box, and in this box was a present for each of the children. Mary's uncle sent her a new doll, and a cradle for it to sleep in; her kind grandfather sent Ellen a new book full of pretty tales; and

dear grandmother had sent Harry a humming top.

3. "Let us play with our things, each by herself," said the little girls. So Mary went into one corner with her doll, who was sleepy, and had to be put to bed; Ellen took a stool by the fire, and read her book; and Harry sat down in the middle of the room to spin his top.

4. At first it was very pleasant; but soon they grew tired. Mary had no one to talk to about her doll,—no one to ask whether she should put two blankets on her bed, or only one; and Ellen, who had found a very pretty story, was longing for some one else to hear it, that they might talk of it together.

5. Harry was still very happy; he shouted so loud, when he made his top spin, that every one in the room was sure to look, and that was enough for him.

6. *Mary.* I do not know how it is; my doll will not go to sleep, and I am quite tired of rocking her cradle.

7. *Ellen.* This story is so very long, that my eyes are tired of looking at the book; and yet it is so pretty, I do not like to leave it.

8. *Harry.* Hurrah! look at my top, all of you; and he held it very high, that he might make it spin rapidly But he had not put the string in

well; so the top rolled on one side, and there was nothing to see.

9. "Suppose you were to play all together," said Mary's mother. "If Ellen were to rock the cradle, and Mary were to read the story aloud, you would not be tired, and perhaps dolly would sleep."

10. "That will be very nice," said the little girls; and they played together.

11. "Would you like to bring your top, and come, too, Harry?" said Ellen.

12. "No, thank you," said Harry, "not I; boys do not care to play with girls, you know, cousin Ellen. I have plenty of books at school; and as for a doll, why, the boys in our class would laugh at me if I were to hold a doll."

13. "That is because they are boys, and not men," said Mary; "for when I ask my father to hold my doll for me, he is not afraid of being laughed at."

14. "Ah!" said Harry; "but, you see, Mary, when I am a man I can do it, but a boy can't; so you must wait till I am grown up."

15. The little girls sat down in their corner, and Mary read aloud the pretty story in Ellen's book. It was all about a giant who lived in a castle, and was very cruel. It put dolly to sleep very soon, and kept her good when she woke up and Ellen dressed her, for she did not cry once.

Harry could not help hearing a little of the story where he sat, and he began to wish he was one of the party.

16. At last it told of a man,—a brave man,—who came to fight the giant; and then Harry could spin his top no longer; he went up to his sister, and sat on the floor by her side to listen.

17. When it was over, they all three looked at the pictures of the giant, who was a dreadful fellow; and then Harry lent Ellen his top, and showed her how to spin it; and Mary fed her doll, and they all talked about the giant, and were very happy till bed-time. Even Harry was seen to rock the cradle once, as if he were no longer afraid of the boys in his class.

18. "I see," said Mary to her mother, when they had all prayed and sung their little hymn, "I see, mother, that it is best to play together, because then we have three presents apiece, instead of only one; and that is much better."

19. "I think, too" said Ellen, "it makes us love each other more going shares in our things."

20. "And I'll tell you what it does," said Harry, holding up his head, and looking as tall as he could; "it makes boys like men, — quite brave, and not afraid of being laughed at."

21. For all that, I am not sure that Harry would have told the boys next day how he had played with the girls, and rocked a doll's cradle.

LESSON XIII.

val'ley, *a hollow between hills or mountains.*
o'er, *over.*
height, *high place.*
trav'erse, *to go across.*
flight, *act of flying.*
plain'ly, *clearly.*
whith'er, *to what place.*
schol'ar, *one who learns of a teacher.*

WHICH WAY DOES THE WIND BLOW?

1. Which way does the wind blow?
Which way does he go?
He rides over the water,
He rides over snow.

sev'er-al, *more than two, but not many.*
pre-vent, *to hinder.*
qual'i-ty, *property.*
rus'tling (rus'ling), *a noise as of leaves in motion.*
o'dor, *smell.*
pas'sage, *way by which any thing passes.*
nos'trils, *the two passages in the nose.*

THE SENSES.

1. We see and hear, smell and taste, as well as touch, a great many things every day of our lives. We are always using either our eyes, ears, mouth, nose, or hands; but we scarcely ever think how badly off we should be if we did not have all of these organs.

2. By means of our eyes we are able to see all the beautiful things which God has made,—the sun and the moon, the clear blue sky, and the golden sunset, the bright green fields, and the pretty flowers, and the kind and loving faces of our dear friends. You could not learn to read this book if you had not the sense of seeing.

3. Our eyes are of a round shape, like a ball, and we can move them up and down, and to either side, without moving our heads, and we can also shut or open them when we please, by means of the little curtains or eyelids.

4. The ridges, or curved lines of hair over the eyelids, called the eyebrows, prevent the sweat, which sometimes falls off our foreheads, from getting into the eye to hurt it; and the little hair-fringe at the edge of the eyelids, named the eye-

lashes, serves to keep out the dust when we are walking.

5. The eyeballs are placed in little round hollows, made of several bones, and lined with soft fat. There are three parts of the eye, which can be clearly seen,— the white of the eye, the colored ring or iris, and the little, round, dark spot in the centre, called the pupil. The eye is a wonderful thing, and very useful to us.

6. When we see a pretty thing, such as a shell, an orange, or a flower, we begin to think we should like to touch it, and find out whether it is hard or soft, smooth or rough, hot or cold. So we take it in our hands, feel it all over with our fingers, and perhaps touch our faces with it.

7. Every part of our bodies has the sense of feeling. But our hands, and, above all, our fingers, have a great many nerves spread under the thin skin, which give to them a greater sense of feeling than any other part of the body has.

8. After we had seen and handled a pretty flower, or an orange, we might then wish to know if it had any other quality. To find this out, we should bring it near our noses, and then we should find that it had a sweet smell. The smell or odor comes from the flower or the orange, and is drawn into our nostrils along with our breath. The smelling nerves are spread out inside our nostrils.

9. We can see, touch, and smell a flower; but after smelling and feeling the orange, we might also taste it. This is done by the tongue when we put the orange into our mouths.

10. If you feel the tongue with your finger, you will find that it is rough to the touch; and if you look at it in the looking-glass, you will see that it is covered with a great number of little points. In each of these little points there is the end of a nerve. These are the tasting nerves, and by them we can find out if a thing is sweet, or salt, or bitter.

11. We have now found out four senses, namely, 1, Seeing; 2, Touching; 3, Smelling; and 4, Tasting; but we have still one more to find, for there are five in all.

12. It would be very sad if we wanted this fifth sense, for without it we could not hear the song of the birds, the pleasant rush of water, or the rustling of the leaves. We could not hear the voices of our friends or playmates. Everything would be dull and silent, as we feel it sometimes when we wake up in the night-time.

13. We hear all kinds of sounds with our ears. If we close our ears with our fingers, or with any other thing, we might see people's lips moving but we should hear no sound. The sound enters the little hole in our ears, and strikes against a sort of skin, which is called the *drum*, and which

closes up the little passage. It sounds just as a drum does when struck.

14. By means of these five senses, we find out the qualities of things about us, and so grow wiser every day that we live.

LESSON XVI.

fields	cab'bage	stalks	to-mor'row
gar'den	com'mon	bough	ev'er-y-where

SNOW.

1. Snow, snow everywhere!
   On the ground and in the air,
   In the fields and in the lane,
   On the roof and window-pane.

2. Snow, snow everywhere!
   Making common things look fair,
   Stones beside the garden-walks,
   Broken sticks and cabbage-stalks.

3. Snow, snow everywhere!
   Dressing up the trees so bare,
   Resting on each fir-tree bough,
   Till it bends, a plume of snow.

4. Snow, snow everywhere!
   Covering up young roots with care,
   Keeping them so safe and warm,
   Jack Frost cannot do them harm.

5. Snow, snow everywhere!
We are glad to see it here;
Snowball-making will be fun
When to-morrow's work is done.

LESSON XVII.

months	tea	gen'er-al	ves'sel
of'ten (of'fn)	rice	sail'ing	steam'boat
fixed (fixt)	cot'ton	to-bac'co	moved
su'gar (shûg'-)	lem'ons	thou'sand	en'gine (-jin)

view, *space that may be taken in by the eye.*
o'cean (ō'shan), *the largest body of water.*
sail'ors, *seamen.*
ex-tend'ed, *stretched out.*
fast'ened (fas'snd), *made fast or firm.*
lum'ber, *timber, as boards, &c.*
yards, *the pieces of timber hung across the masts of a ship to stretch the sails to the wind.*
can'non, *a big gun.*
en'e-mies, *foes.*
fetch, *to bring.*
con'tra-ry, *opposite.*
de-pend', *to rely.*

SHIPS.

1. Here we have a view of the ocean, with a ship, a brig, a steamboat, and three small boats in sight. Can you tell what the men in the small boats are doing? They are fishing.

2. Sailors call a vessel with two masts, whose sails are extended by yards, as you see in the picture, a brig, and one with three masts, a ship;

but, in general, any large vessel, which floats on the water by means of sails or steam, is called a ship.

3. Most ships are made to move by the wind. Tall poles, called masts, are fixed upon the ship and sails are fastened to the poles, and the wind fills the sails and blows the ship along.

4. Some vessels have steam-engines, and they are moved along by steam. That is better than

having only the wind and sails to depend upon; for sometimes the wind blows the contrary way to that in which we want the ship to go, and sometimes there is no wind at all, and the ship can go neither backwards nor forwards; but steam can always make the ship go the way we wish.

5. A large ship sailing swiftly over the water is a fine sight. Some ships are so very large that there is room for a thousand men to live in them, and to take with them all the food and all the other things they will want for many months.

6. Such ships as these often carry large cannon also. These are ships of war, and go out to battle when any enemies of our country want to do us harm.

7. But, besides the ships of war, there are many fine, large ships which sail to other lands, to fetch from them useful things, which are found there, and which we do not have in our own land.

8. These ships bring us oranges, and lemons, and figs; and they bring also tea, and sugar, and rice, and many other things which we want; and they take to the countries which send us these good things, grain, and lumber, and ice, and cotton, and tobacco. So the ships are very useful to every body.

LESSON XVIII.

please	ap'ples	bas'ket	on'ly
ear'ly	bush'el	bought	red'dest
self'ish	cel'lar	tru'ly	looked
robbed	mon'ey	an-oth'er	re-turned'

gen'er-ous, *nobly liberal.*
gen-er-os'i-ty, *a noble and liberal disposition.*
so'ber, *serious.*
au'tumn, *the fall — September, October, and November.*
yes'ter-day, *the day before* [*to-day.*

TRUE GENEROSITY.

1. JOHN FLINT liked to be thought a generous boy. He knew it was mean to be selfish, and he was unwilling to be thought so.

2. John had plenty of every thing that he needed; and when he gave away any thing, he had nothing to do but to ask his parents for more.

3. Sometimes he would say, "I gave away so much of what I had, that I robbed myself; will you please to give me some more, mother?"

4. One morning in the early part of autumn, John's aunt came to see his mother and the children. She had hardly taken a seat, when the little boy cried out, "O, aunt Mary! there was a man here yesterday with apples, and mother bought a whole bushel. Shall I run down cellar and get you one?"

5. So saying, he ran out of the room, and had just put his foot on the cellar stairs, when his mother, who had heard all that he said, though she was in another room, called him to her.

6. John came into the room, and looked up into his mother's face, and said, "Do you want me, mother?"

7. "I wish to know where you are going."

8. "I am going down into the cellar to get an apple for aunt Mary, and one for sister Lucy, and one for myself. Shall I get one for you, mother?"

9. "Whose apples are those in the cellar, John?"

10. "Why — why — a part of them is for me, is it not, mother?"

11. "You are a little boy, only seven years old, and you have two little sisters, besides your father and mother; so, if a part of them is yours, it must be a very small part, must it not? But how came any part of them to be yours? Did you find a part of the money that bought them?"

12. "No, mother, you paid for them all; but don't you like to have me give aunt Mary one? She says the man with apples did not come to grandfather's."

13. "I am willing that your aunt Mary should have one apple, and more than one, if she wants

them; but I wish you, my son, to be truly generous."

14. "What does that mean, mother?"

15. "I will tell you by and by; but I wish you now to take this little basket, and bring it to me full of apples."

16. John took the basket, and ran down stairs. He soon returned with it full of apples.

17. "I think I know what you mean, mother, by truly generous," he said. "Generous means willing to give things away, and it will be more generous to give aunt Mary a basket full of apples, than to give her one apple.

18. "Are you going to send some to grandmother, too? Look here, mother! see what nice ones I got! I turned them over and over, to find the largest and the reddest."

19. John thought his mother looked very sober; but she took the basket, and only said, "Call Lucy to me."

LESSON XIX.

choose	niece	stayed	choice
though	skipped (skipt)	bon'net	un-less'
will'ing	hap'pi-er	cred'it	knew
mo'ment	your-selves'	sor'ry	learned

an'swered (-surd), *spoke back.*
a-shamed', *feeling shame.*
hard'ly, *scarcely.*
crick'et, *a low seat.*
re'al-ly, *truly.*
pleas'ure, *enjoyment.*
plen'ty, *enough.*
self'ish-ness, *too much love of self.*
les'son (les'sn), *something to be learned.*
re-lieve', *to free from any* [*evil.*

TRUE GENEROSITY, CONCLUDED.

1. When Lucy came, Mrs. Flint took out two large apples, and gave one to Lucy and one to John. "There," said she, "I shall not give you another apple till to-morrow. Now you may do what you choose; you may eat them yourselves, or give them to your aunt Mary."

2. Both the children looked at their apples, and at first neither of them spoke; but in a moment Lucy said, "I will give mine to aunt Mary. It will soon be to-morrow, and then I can have another."

3. "Can't I have one more, mother?" asked John.

4. "Not any more to-day, my son," answered his mother.

5. "Well," said the selfish boy, "aunt Mary will have one, if Lucy gives her hers;" and as he said this, he began to eat his apple, though he looked as if he felt almost ashamed to do so.

6. Lucy held her bright, red-cheeked apple in her hand, but she did not taste it; she skipped into the other room, and said, "There, aunt Mary, mother says I may give you this apple."

7. "But is this all you have?" asked aunt Mary.

8. "That is all I am going to have to-day," said Lucy.

9. When aunt Mary found that this was all the little girl had, she said, "You had better eat it yourself, my dear." But Lucy's mother said "I had rather you would take it, Mary; for I think Lucy will feel happier to have you take it than she would to eat it herself."

10. "O, yes, do take it, aunt Mary!" said Lucy; "I shall have another to-morrow."

11. Aunt Mary took the apple, and, brushing the curls off from the forehead of her little niece, she kissed her, and said, "Thank you, thank you, my dear. I shall not soon forget the little girl who would rather give her apple to aunt Mary than eat it herself."

12. Lucy looked up and smiled, and then with a happy heart sat down on her little cricket to try on her doll's new bonnet.

13. But John was not happy. He hardly spoke to his aunt while she stayed, and he felt really glad when she was gone.

14. "Now," said his mother, when they were alone, "come to me, John, and I will teach you what true generosity is. When you give away that which costs you nothing, and you know you can have plenty more, this is not generosity.

15. "When you could have the credit of giv-

ing away, and at the same time the pleasure of eating, you were quite willing to do so; but I was very sorry to find that when you had your choice, either to eat your apple yourself or to give it away, you chose to eat it yourself. This was selfishness.

16. "Your sister chose to give hers away, though she knew she should not have another till to-morrow. This was true generosity.

17. "And now, my son, I hope you have learned a lesson to-day that you will never forget, — that you are not a truly generous boy unless you deny yourself in order to please or relieve others."

LESSON XX.

where	lov'ing (luv')	rest'ing	o-bey'
rōv'ing	rōll'ing	a-bove'	tired

LADY MOON.

1. Lady Moon, Lady Moon, where are you roving?
Over the sea.
Lady Moon, Lady Moon, whom are you loving?
All that love me.

2. Are you not tired with rolling, and never
Resting to sleep?
Why look so pale, and so sad, as forever
Wishing to weep?

3. Ask me not this, little child, if you love me!
You are too bold;
I must obey my dear Father above me,
And do as I'm told.

4. Lady Moon, Lady Moon, where are you roving?
Over the sea.
Lady Moon, Lady Moon, whom are you loving?
All that love me.

LESSON XXI.

pear	an'gry (ang'-)	edge	tried
broth'er	fall'en	par'lor	true
taught	sit'ting	wrong	kit'ten
mis'tress	greas'y (grē'zē)	praise	wagged
din'ner	play'fel-low	pop'ping	mat'ter

live'ly, *brisk, active.*
mer'ry, *gay, lively.*
mus'lin, *a thin cotton cloth.*
sup-pose', *to imagine.*
screamed, *gave a shrill, loud cry.*
for-give', *to pardon.*
stained, *soiled.*

FANNY AND HER DOG, FRISK.

1. Fanny Howard was a lively little girl. She had no brother or sister, and her only playfellow was her dog, whose name was Frisk.

2. Frisk was a merry fellow; he was never tired of play. He had been taught to fetch and carry; and, when he saw any thing lie upon the

ground, he used always to take it up in his mouth, and carry it to Fanny, his little mistress.

3. Sometimes he would pick up an apple, or a pear, or a plum, that had fallen from the trees in the garden; and Fanny liked such presents very much. But she was not always so well pleased with the things Frisk brought her; for he had once given her a lump of dirt, and had twice laid a greasy bone on the book in which she was reading a story.

4. If Fanny was angry with him for such tricks, he would stand at a little distance, look up in her face, wag his tail, and now and then bark very softly, as much as to say, "Forgive me."

5. Then Fanny could not be angry any longer; she would smile, and pat him, and say, "Pretty Frisk;" and away Frisk would go, as happy as any dog in the world, and the next bone he found he would pop into Fanny's lap.

6. One day, Fanny was going out to dinner with her father and mother. She was very neatly dressed in a muslin frock, and was sitting on a stool beside her mother in the parlor, waiting till her father should be ready; when in ran Frisk, and, leaping up to Fanny, dropped a great frog into her lap. Fanny screamed, and jumped from her seat, and the frog fell to the floor.

7. "Do not scream, Fanny," said her mother; "that poor frog cannot hurt you; see how it sits

and pants. It is ready to die with fear; or perhaps the dog's teeth have hurt it. Ring the bell

that James may come and carry the poor, harmless creature back to its home."

8. When the frog was put on the grass, a little way from the edge of the pond, it made one great leap, and was in the water in a moment. Fanny's frock was stained by the wet feet of the frog; she was forced to go up stairs to change it; and Frisk, who found that he had done something wrong, crept away, and lay down in a corner.

9. "I shall never love Frisk again," said Fanny. "That is very wrong," said her mother "Frisk has been taught to play tricks, and, when he brings you any thing you like, you pat him and praise him. I suppose Frisk saw the frog

hopping on the grass, and thought it would please you to see it hop in the parlor. You tried to teach him to bring you the kitten; and how should a dog know that you do not like frogs as well as kittens?"

10. Fanny thought that was very true, and when she got home, she forgave Frisk; but she told him, again and again, never to bring her any thing that was alive. Frisk wagged his tail; but, wise as he looked, he knew nothing about the matter.

LESSON XXII.

let'tuce (-tis)	cous'in	for-get'ting	sud'den-ly
ban'tam	guess	thou'sand	care'less-ly
pret'ti-est	killed	bit'ter-ly	George

neigh'bor, *one living near.*
quite, *wholly, entirely.*
de-light'ed, *highly pleased.*
re-ceiv'ing, *taking.*
hap'pened, *came to pass.*
fright'ened, *scared.*
hes'i-tāt-ed, *stopped to think.*
pres'ent-ly, *soon after.*

WILLIE AND HIS BANTAM.

1. THERE was once a little boy named Willie. One day his father came to him with a basket of lettuce. "Here, Willie," said he, "take this lettuce to our neighbor, Mrs. Burns."

2. So Willie took the basket, and carried it to

her. She was very much pleased, and said, "I am very glad to see you, Willie, for I have got something for you. You know my little bantam chickens?"

3. "O, yes, ma'am," said Willie; "they are the prettiest little bantams I ever saw."

4. "Well," said Mrs. Burns, "the old bantam left her chickens yesterday. You know hens always leave their chickens when they are able to take care of themselves."

5. "Then I am glad I am not a chicken," said Willie; "for I should not like mother to leave me, even when I could take care of myself."

6. "I dare say not," said Mrs. Burns; "but I was going to tell you that I have put two of the chickens into a basket; and one of them is for you, and the other for your cousin George."

7. "O, thank you, Mrs. Burns! I love white bantams so much! How I shall like to feed it!"

8. "Well, here they are, Willie," said she, fetching the basket. "Take them home, dear, and ask your father to carry the other bantam to cousin George, when he walks that way. Go straight home, Willie, and don't take off the cover till you get home."

9. "O, yes, ma'am," said Willie, quite delighted; "and thank you a thousand times for my bantam, and for George's too. But how shall I know which is George's?"

10. "O, no matter which, — they are both alike."

11. Away ran Willie. When he had got half way, he met James Wood. "O, James!" said he, "guess what is in this basket."

12. "Guess! I guess there is nothing." "Well, then, Master James, I will tell you: there are two nice little bantams."

13. "O, are there?" said James. "Do let me see." Willie lifted the cover, forgetting that he was not to do so till he got home.

14. "Look there!" cried he; "did you ever see such chickens?" and he took one out to show it. But the chicken was frightened, and fluttered out of Willie's hands.

15. James caught it, and would have put it back; but Willie said, "Stop, James! I forgot that Mrs. Burns told me not to open the basket, and I will not do it again. Here, put the chicken into my apron." James did so, and Willie went on.

16. Willie ran so fast, to get home, that he did not see where he was going, but tumbled over a stone in the way, and fell down on his face. He was not much hurt, however; and, picking up his basket, he ran on home.

17. "O, mother!" cried he, as soon as he saw her, "Mrs. Burns has given me one of her little white bantams. Is it not kind of her? And here

is another for cousin George. One is in the basket, and one in my apron;" and he opened it to show her. "But what ails it, mother?" said he. "It hangs down its head; it does not move!" Willie's mother took it up, and soon saw that it was dead. Its neck was broken.

18. Then Willie burst into tears, and said that it must have happened when he fell down. He cried for some time bitterly, when suddenly he stopped, and said, "Mother, the dead bantam is George's."

19. "Did Mrs. Burns say that it was, Willie?"

20. "No; but she said it was no matter which."

21. "But it is a great deal of matter now, is it not? And, Willie, if Mrs. Burns had given George the chickens to carry, and he had carelessly fallen, and killed one of them, what do you think he ought to have done?"

22. Willie hesitated, and the tears rolled down his cheeks. Presently he said, "Mother, I think he ought to have given me the live one, and I will give the live one to him; but it is very hard."

23. "Yes, my child," said his mother, "but which would you rather have,—the thought that you had done as you would be done by, when it was very hard, or the bantam?"

24. "O, I would rather have that thought, mother, a thousand times, for it will always last, and the bantam must die some time or other."

25. So the bantam was sent to George, and I think that Willie was much happier, in giving it, than George was in receiving it.

LESSON XXIII.

a'pron (-purn)	climbed	mixed (mixt)	caught
com-plain'	emp'ty (emt'e)	scratched	been (bin)
begged	cried	stopped	tum'bled
black'ber-ries	walk'ing	stripped	piled

chanced, *happened.*
pit'i-ful, *full of pity.*
grieve, *to be sorry or sad.*
an'swered (-surd), *spoke back.*
yon'der, *being at a distance within sight.*
longed, *wished for very much.*
scat'tered, *thrown about.*

THE BLACKBERRY GIRL.

1. Why, Phebe, have you come so soon?
Where are your berries, child?
You cannot, sure, have sold them all;
You had a basket piled.

2. No, mother; as I climbed the fence,
The nearest way to town,
My apron caught upon a stake,
And so I tumbled down.

3. I scratched my arm and tore my hair,
But still did not complain;
And, had my blackberries been safe,
Should not have cared a grain.

4. But when I saw them on the ground,
All scattered by my side,
I picked my empty basket up,
And down I sat, and cried.

5. Just then a pretty little miss
Chanced to be walking by;
She stopped, and, looking pitiful,
She begged me not to cry.

6. Poor little girl, you fell, said she,
And must be sadly hurt.
O, no, I cried; but see my fruit
All mixed with sand and dirt!

7. Well, do not grieve for that, she said;
Go home and get some more.
Ah, no; for I have stripped the vines;
These were the last they bore.

8. My father, miss, is very poor,
And works in yonder stall;
He has so many little ones,
He cannot clothe us all.

9. I always longed to go to church,
But never could I go;
For, when I asked him for a gown,
He always answered, No;—

10. There's not a father in the world
That loves his children more;
I'd get you one, with all my heart,
But, Phebe, I am poor.

LESSON XXIV.

shoes	gath'er	spir'its	wretch'ed
buy	bon'net	sor'row	need'y

of-fend'ed, *displeased.* | be-guile', *to divert*
de-lights', *takes pleasure.*

THE BLACKBERRY GIRL, CONCLUDED.

1. But when the blackberries were ripe,
He said to me, one day,

Phebe, if you will take the time,
That's given you for play,

2. And gather blackberries enough,
And carry them to town,
To buy your bonnet and your shoes,
I'll try to get a gown.

3. O, miss, I fairly jumped for joy,
My spirits were so light;
And so, when I had leave to play,
I picked with all my might.

4. I sold enough to get my shoes,
About a week ago;
And these, if they had not been spilt,
Would buy a bonnet, too.

But now they're gone, they all are gone
And I can get no more;
And Sundays I must stay at home,
Just as I did before.

6. And, mother, then I cried again,
As hard as I could cry;
And, looking up, I saw a tear
Was standing in her eye.

7. She caught her bonnet from her head;
Here, here! she cried, take this!

O, no, indeed; I fear your ma
Would be offended, miss.

8. My ma! no, never! she delights
All sorrow to beguile;
And 'tis the sweetest joy she feels,
To make the wretched smile.

9. She taught me, when I had enough,
To share it with the poor,
And never let a needy child
Go empty from the door.

10. So, take it; for you need not fear
Offending her, you see;
I have another, too, at home;
And one's enough for me.

11. So then I took it; here it is;
For pray what could I do?
And, mother, I shall love that miss
As long as I love you.

LESSON XXV.

seat'ed	li'bra-ry	quar'ter	prof'it
stud'y	meas'ur-ing	break'ing	be-come'

ex-plain'ing, *making plain.*
ma-chine' (-shene'), *a work which serves to apply or regulate moving power.*

a-mount', *the sum.*
in'stru-ment, *that by which something is done, a tool.*
en-closed', *shut in.*
ad-vice', *counsel.*
val'ue, *worth.*

THE HOUR-GLASS.

1. In this picture you see a boy, with some thing in his hand, standing by the side of a man who is seated in a chair, and has his left hand resting on a book.

2. The man and boy are father and son. The boy has an hour-glass in his hand, and his father is explaining it to him. The room in which they are is a library, where books are kept on shelves, and men read, write, and study.

3. An hour-glass is a machine, or instrument, for measuring time. It is made of two bulbs of glass, with a very narrow passage from one bulb to the other. It has sand inside of it; and it takes just one hour for all the sand to run out of one bulb into the other.

4. Sometimes the bulbs are made smaller, so that it takes a half-hour or a quarter of an hour for the sand to run out of one into the other. But these are still called hour-glasses, though they measure a smaller amount of time than an hour.

5. Hour-glasses are often enclosed in a wooden frame, to keep them from breaking. They are not so good to measure time by as clocks and watches; but they were known and used before clocks and watches were invented.

6. Perhaps this boy's father, while he is explaining the hour-glass to his son, is giving him some advice about the value of time. If so, we hope the boy will profit by it, and thus become a good and useful man.

LESSON XXVI.

earth a-gain' (-gen') be-lieve' hap'pi-ness
laugh com-plete' re-plied' o-ver-flow'ing
ris'en prom'is-es gath'ered Wednes'day (wenz'-)

fūt'ure, *time to come.*
hol'i-day, *a day of amusement.*
e-lāt'ed, *filled with joy.*
doz'en (duz'n), *twelve.*
sa'cred, *holy.*
dis-ap-point'ed, *defeated in one's hopes.*
haunt (hânt), *to trouble by frequent visits.*
de-cide', *to determine.*
in-dulge', *to humor.*
con-trol', *power of directing.*
in'ter-val, *space of time, or space between places.*
au'di-ble, *that may be heard.*
rea'son (re'zn), *the part of us that thinks.*
prac'tised, *did many times.*
self-de-ni'al, *denying ourselves for the sake of others.*
at-ten'tive, *mindful.*

LITTLE PROMISES.

1. It was Wednesday afternoon, Jemmy's holiday, and he had just begun making Fred a new sled.

2. Fred was his youngest brother, — a sickly, tender child, who, his parents feared, had but a few months to linger on this earth.

3. The idea of having a sled of his own had so elated the pale child, that he had risen long before the sun, to make plans with Jemmy about the wished-for toy.

4. "I'll have it painted bright-red, Jemmy, with black letters on the side, and all the boys will know I'm coming. O, won't it be nice!" And the dull, sickly eyes danced with joy, thinking of the happy times he would have in the future.

5. "What will you call it, Fred?"

6. "Call it? call it? let me see. Red Rover? No. Goodspeed? No. Nonesuch? Yes, yes, that's it! Nonesuch, for none will be like it!" And Fred clapped his hands, with overflowing happiness.

7. Jemmy had just begun the sled, when Mark Warner called for him to go coasting and skating, — a sport of which Jemmy was very fond.

8. "I can't go, Mark, though it would be very pleasant; for Fred must have his sled. He would feel so unhappy if I did not make it to-day. Please excuse me now."

9. "Fie on those little promises! I make a dozen a day to Ella, never meaning to keep them. She forgets them in five minutes; so it is just as well."

10. "What you call a little promise is just as sacred as any promise; and I would rather never coast again, than to see how disappointed Fred would look. His face would haunt me for weeks. He would not say any thing; but I could not get it out of my mind."

11. "This is nonsense, Jemmy, and you'll believe it by and by. Make yourself a complete slave to Fred, now, by doing every little thing that he wishes, and by and by he will think you must indulge him in *every* thing; and so he will get complete control of you, soul and body."

12. "Never fear, Mark," replied Jemmy, kindly.

13. "Well, good day to you," said Mark, abruptly.

14. The next morning, before Fred arose, Jemmy carried the sled to a painter's shop, and had "Nonesuch" painted in large letters on the side of it. He then carried it to Fred's little cot, and placed it where his brother would see it when he awoke.

15. "He'll laugh, when he sees it, won't he?" said Jemmy, while a tear gathered in his eye, as he looked at the thin, pale face of his brother.

16. No heart was happier than Fred's when he saw the toy which he had wished for so long. He never lost sight of it during the day, and it was fastened to his cot at night.

17. But when the morning came again, Fred was in a raging fever, tossing and moaning with pain and heat.

18. At intervals reason would return, and then his "Nonesuch" was reached for. The wasted arm grasped the toy that his brother had made for him; the dying lips pressed the cheek of kind

Jemmy; and the last audible words that fell upon Jemmy's ear, were, "Shall you be sorry, Jemmy, to-morrow, that you did not coast with Mark, but stayed at home to make me my 'Nonesuch'?"

19. When the morrow came, Fred was shrouded for the grave. Then was Jemmy sorry that he had practised self-denial? Had he been less kind, and less attentive to his sick brother, would he not have wept bitter tears of regret? Ah! little ones, think — think how you would feel — then decide.

LESSON XXVII.

bleat	smoothed	vi'o-let	beau'ti-ful
tied	fox'glove	watched	sew'ing (so'-)
knees	bowed	pil'low	neighed (nade)

rook, *a bird like a crow.*
cu'ri-ous, *strange, odd.* [*cow.*
lōwed, *made the noise of a*
courte'sied (kurt'sed), *gently depressed the body as in the act of civility made by girls.* [*than any other*
fa'vor-ite, *thought more of*
pray'er, *asking God for something.*

GOOD-NIGHT AND GOOD-MORNING.

1.

A FAIR little girl sat under a tree,
Sewing as long as her eyes could see;

Then smoothed her work, and folded it right,
And said, "Dear work! good-night! good-night!"

2.

Soon a number of rooks came over her head,
Crying, "Caw! caw!" on their way to bed;
She said, as she watched their curious flight,
"Little black things! good-night! good-night!"

3.

The horses neighed, and the oxen lowed,
The sheep's "Bleat! bleat!" came over the road,
All seeming to say, with a quiet delight,
"Good little girl! good-night! good-night!"

4.

She did not say to the sun "Good-night!"
Though she saw him there like a ball of light;
For she knew he had God's time to keep
All over the world, and never could sleep.

5.

The tall pink foxglove bowed his head;
The violets courtesied, and went to bed;
And good little Lucy tied up her hair,
And said, on her knees, her favorite prayer.

6.

And while on her pillow she softly lay,
She knew nothing more till again it was day,
And all things said to the beautiful sun,
"Good-morning! good-morning! our work is be gun."

LESSON XXVIII.

wolves	hus'band	seize	up-lift'ed
fierce	bot'tom	u'su-al	for-got'ten
bun'dle	peo'ple	be-neath'	bur'ied (ber'ed)

for'est, *a large wood.*
wood'man, *one who cuts down trees, and chops up wood; a wood-cutter.*
faith'ful, *trusty, true.*
fag'ots, *sticks or twigs made into a bundle for the fire.*
pāl'ing, *a fence made of [pales.*
or'dered, *directed.*
suf'fer, *to bear, to endure.*
al-read'y, *even now.*

JACK'S DOG, BANDY.

1. In a large forest in France there lived a poor woodman, whose name was Jack. He made a little money by the sale of his fagots,—enough

to support himself, his wife Jenny, and their two children. The eldest child was a boy, with dark hair, seven years old, called Jean, and the second was a fair-haired girl, called Jeanette.

2. They had also a large, black dog, with curly hair and a white nose,—the best dog in all the country,—and this dog was called Bandy.

3. When the snow lies deep in the forest, the wolves that live in its depths grow very hungry and fierce, and come out to look for food. The poor people also suffer much, in the time of deep snow, because they cannot get work.

4. Jack did not fear the wolves when he had his good axe in his hand, and he went every day to his work. In the morning he said to Jenny, "Wife, pray do not let Jean and Jeanette run out to play until the wolves have been hunted. It would not be safe. Keep Bandy in, too."

5. Every morning Jack said the same thing to Jenny, and all went well till one evening, when he did not come home at the usual time. Jenny went to the door, looked out, came in, then went back, and looked out again. "How very late he is!" she said to herself.

6. Then she went outside, and called her husband: "Jack! Jack!"—no answer. Bandy leaped on her, as if to say, "Shall I go and look for him?"

7. "Down, good dog," said Jenny. "Here, my

little Jeanette, run to the gate, and see if your father is coming. You, Jean, go along the road to the end of the garden-paling, and cry loud, 'Father! father!'" The children went as their mother told them, but could not see their father "I will go and find him," said little Jean, "even if the wolves should eat me."

8. "So will I," said his little sister; and off they set toward the forest.

9. In the mean time their father had come home by another road, leaving a bundle of fagots with a neighbor who had ordered them.

10. "Did you meet the children?" said Jenny, as he came in.

11. "The children?" said Jack; "no, indeed; are they out?"

12. "I sent them to the end of the paling; but you have come by another road."

13. Jack did not put down his axe, but he ran as fast as he could to the spot.

14. "Take Bandy with you," cried Jenny; but Bandy was off already, and gone so far before, that his master could not see him. In vain the poor father called, "Jean! Jeanette!" No one answered, and he feared his children were lost.

15. After running on a long, long way, he thought he heard Bandy bark. He went straight into the wood toward the sound, his axe uplifted in his hand.

16. Bandy had come up to the two children just as a large wolf was going to seize them. He sprang at the wolf, barking loudly, to call his master. Jack, with one blow of his good axe, killed the great, fierce beast; but it was too late to save poor Bandy, — he was dead already; the wolf had killed him.

17. The father and two children went back to Jenny, full of joy that they were all safe, and yet they could not help crying, they were so sorry that good, faithful Bandy was dead. They buried him at the bottom of the garden, and put a large stone over him, on which the schoolmaster wrote in Latin, —

Beneath this stone there lies at rest
Bandy — of all good dogs the best.

18. Bandy is not yet forgotten in that part of the country; for when any one is very true, and brave, and faithful, the people always say of him, "He is as brave and faithful as Jack's dog, Bandy."

LESSON XXIX.

bear	walk'ing	thanked	al'most
leave	look'out	reached	asked

prob'a-bly, *likely.*
lurk'ing, *lying in wait or hidden.*
stooped (stoopt), *bent down.*
brush'wood, *small bushes, shrubs, &c.*
snatched, *seized hastily.*
lest, *for fear that.*

THE BEAR AT SCHOOL.

1. THERE was once a boy, by the name of John Grant, who lived near a forest. One day, when he was walking in this forest, he saw something, at the foot of a tall pine tree, which looked like a large black ball.

2. While he was looking, he thought he saw the black thing move. So he went softly up to it, and saw that it was a young bear. "I must mind what I am about," said he to himself; "for, though you are too young to have teeth, your mother may not be far off, and I should not like to feel her teeth or claws, or even to have a hug from her."

3. John looked at the tree, and saw that the trunk was much worn by the claws of a bear. The marks showed that a bear had both gone up and come down the tree, and he could just see that there was a large hole at the top of the trunk, from which the young bear had probably fallen.

4. All this time the young bear lay quite still. John looked up at the tree once more, and round on all sides; for he thought that the old bear might be lurking in the brushwood close by, or in some hole in the ground.

5. When he saw that the old bear was not near, he stooped down and snatched up the cub,

and ran off as fast as he could. He still kept a sharp lookout, lest the old bear should rush out upon him from some hiding-place.

6. John knew that the speed of the black bear was very great, and that, when bears lose their cubs, they are very fierce; so he meant, if he saw any thing of the old bear, to drop the cub and run on as fast as he could. But no old bear was to be seen, and John reached home safe with his prize.

7. His father was standing at the door, and asked him what he had in his arms.

8. "A young bear, father," said he. "O, he is such a fat thing! and he is very warm and soft."

9. "And what do you mean to do with him?" asked his father.

10. "I mean to keep him," answered John, "if you will give me leave."

11. "Keep him, my boy!" replied his father; "why, he will eat you up, one of these days, if you do."

12. "No, father," said John; "I think I can tame him. I am almost sure that I can, if you will let me try."

13. "There is but one way to tame him," said his father, "and that is, to be kind to him. The law of love is good for all. It is good for man and beast. You must feed him well, and never beat him."

14 John thanked his father, and kept the bear. He fed it, for the first two or three months, on bread and milk, and then he gave it fruit and bread, and now and then some meat. The bear grew large and strong, and was very fond of John; and at last he became as tame as a house-dog.

LESSON XXX.

wood'-shed	search	draw'er	how-ev'er
weath'er	missed	locked	coun'try

fol'lowed, *came after.*
doubt'less (dout'-), *without doubt, surely.*
leis'ure-ly (lē'zhur-lē), *not hastily, slowly.*
sur-round'ed, *was on all sides of.*
for'mer, *before in time.*
no'tice, *heed, regard.*
fright, *great fear.*

THE BEAR AT SCHOOL, CONCLUDED.

1. John went to a school about a mile from home, and one day the bear followed him. The school-boys were afraid of the bear at first; but when they saw how tame and playful he was, they became very fond of him, and John took him to school with him every day.

2. During school hours he was shut up in the wood-shed; and when the boys came out they had great sport in playing with him. They gave him a share of the bread and fruit which they

brought to school in their baskets; and, when it was very cold weather, they let him go into the

school-room, at noon, to warm himself, and to eat his dinner with them.

3. Two years had passed, when, one day, John called his bear to go to school; but he did not come. Search was made for him, but he could not be found. He had doubtless gone away to live in the woods. John bore his loss as well as he could, but the bear was greatly missed by himself and all the school-boys.

4. Four more years passed, and there was a great change in the school. It was now kept by another teacher, and all the boys who had been at school in the time of John and his bear were gone.

5. The ground had been hard with frost and white with snow for six weeks, when, one very cold day, while the teacher was hearing a class spell, a boy went out of doors to get some wood for the fire. He left the door half open, and a large bear walked in.

6. The teacher and children were all in a great fright; but they could not run out, for the bear stood in the doorway. All they could do was to get behind the desks, and keep as still as they could.

7. But the bear took no notice of them. He walked up to the fireplace, and warmed himself, and looked as if he were quite at home. At length he walked up to the wall, where, on a row of pegs, the boys and girls had hung their baskets.

8. Standing upon his hind legs, he put his fore paws and nose into the baskets, one by one, and helped himself to the fruit and bread which he found there. He next tried to open the teacher's drawer; but this was locked. He then went back to the fire, warmed himself once more, and walked leisurely out of the door.

9. As soon as the teacher and the children dared to move, they left their hiding-places, and ran out into the road, and called for help. Some men came from a farm-house close by, and, tracking the bear through the fields, by the print of

his feet in the snow, soon came up with him, and surrounded him.

10. John was one of the party, and, as soon as he saw the bear, he knew him by some well-known marks on the skin. When John called the bear, he knew the voice of his former master, came to him, and followed him home.

11. He stayed, however, only a few days, and then ran away to the woods, and was never seen in that part of the country afterwards.

LESSON XXXI.

dust'y	creep'ing	sun'ny	sum'mer
sha'dy	road'-side	noi'sy	hum'ming

wel'come, *received gladly.*
pleas'ant, *agreeable.*
deck, *to adorn.*
num'bered, *counted.*
si'lent, *still, noiseless.*
nar'row, *not wide.*
hum'ble, *lowly.*
beau'ti-fy, *to add beauty to.*
grate'ful-ly, *thankfully.*
com-mand', *order.*
a'ged, *old.*
star'ry, *adorned with stars, or like stars.*

THE SONG OF THE GRASS.

1. Here I come, creeping, creeping everywhere
By the dusty road-side,
On the sunny hill-side,
Close by the noisy brook,
In every shady nook,
I come creeping, creeping everywhere.

2. Here I come, creeping, creeping everywhere:
All around the open door,
Where sit the aged poor,
There, where the children play
In the bright and merry May,
I come creeping, creeping everywhere.

3. Here I come, creeping, creeping everywhere:
You cannot see me coming,
Nor hear my low, sweet humming;
For in the starry night,
And the glad morning light,
I come quietly creeping everywhere.

4. Here I come, creeping, creeping everywhere:
More welcome than the flowers
In summer's pleasant hours.
The gentle cow is glad,
And the merry bird not sad,
To see me creeping, creeping everywhere.

5. Here I come, creeping, creeping everywhere:
When you're numbered with the dead,
In your still and narrow bed,
In the happy spring I'll come,
And deck your silent home,
Creeping, silently creeping everywhere.

6. Here I come, creeping, creeping everywhere:
My humble song of praise

Most gratefully I raise
To Him at whose command
I beautify the land,
Creeping, silently creeping everywhere.

---

se-date', *calm, quiet.*
fra'grant, *sweet-smelling.*
lis'ten (lis'sn), *to try to hear.*
grave, *sober, serious.*
un-der-stand', *to know the meaning of.*

THE ROBIN AND THE CATTLE.

1. The robin sings in the elm;
The cattle stand beneath,
Sedate and still, with great, brown eyes,
And fragrant meadow-breath.

2. They listen to the merry bird,—
The grave, wise-looking, things!—
But they never understand a word
Of all the robin sings.

GOD LOVETH ALL.

He prayeth well who loveth well
Both man, and bird, and beast.
He prayeth best who loveth best
All things, both great and small;
For the dear God who loveth us,
He made and loveth all.

LESSON XXXII.

e'meu (-mu)	fi'e-ry	wom'en (wim'-)	Su-mä'tra
os'trich	pour'ing	o-rang'-ou-tang'	Bor'ne-o
up'right	seize	Af'ri-ca	In'di-a

for'eign, *of another country.*
isl'and (i'land), *land wholly surrounded by water.*
red'dish, *somewhat red.*
af-fright', *great fear.*
ter'ri-bly, *dreadfully.*
shag'gy, *rough with long hair.*
dis'tant, *far away.*
coarse, *not fine.*

THE MENAGERIE.

1. A LITTLE girl has come, with her mother, to see a show of foreign animals.

2. The large bird, which we see, is an emeu, and is found in New Holland.

3. It is somewhat like an ostrich; but it has three toes, while the ostrich has only two. Neither the ostrich nor the emeu can fly.

4. In the cages we can see a lion and an orang-outang. The orang-outang belongs to the monkey family. It is found in the islands of Borneo and Sumatra, and in some other countries.

5. Its arms are so long that the tips of the fingers can touch the ground when it stands upright. Its body is covered with coarse, reddish hair.

6. Lions are found in India and in Africa. The African lion is the largest and strongest. He has large, fiery eyes, and a long, shaggy mane.

7. His roaring is like the sound of distant thunder; and, when he is angry, he lays his head

to the ground and growls so terribly that the animals which hear him are struck with affright.

8. People who travel over the hot plains which are found in the south of Africa, often hear, at night, the lions roaring after their prey; for those

plains abound in deer, and other wild animals, which the lions eat.

9. Here and there is seen a stream of water pouring down from the side of a rock, with a few trees and bushes growing about it.

10. Sometimes the lion goes to these places in the day-time, to seize the deer when they come to drink. Sometimes he springs upon men or women, and carries them off.

11. The lion is so strong and grand-looking, that he has been called the "king of beasts."

LESSON XXXIII.

like'ness	rea'son	mu'si-cal	joints
learn'ed	ea'si-ly	stom'ach	spi'nal
stud'ied	breath'ing	pi-ā'no	mar'row

de-stroy'ing, *putting an end to.*
con-tri'vance, *something planned.*
cu'ri-ous-ly, *carefully, exactly.*
in-ter-rupt', *to stop or hinder.*
per'fect, *complete.*
flex'i-ble, *easily bent.*
pro-vīd'ed, *furnished.*
mus'cles (-slz), *the fleshy fibres which are the organs of motion.*
re-mem'ber, *to keep in mind.*

THOUGHTLESS CRUELTY.

1. *Uncle.* GEORGE, I was sorry to see you to-day with those boys who were throwing stones at the birds. That was cruel sport.

2. *George.* Why, uncle, all the boys throw stones at birds.

3. *Uncle.* When you make a little ship, and rig it, should you like to have a boy come along, with a great stone or stick, and knock it all to pieces, just for the pleasure of destroying it? No. How hurt and angry you would be!

4. *George.* Angry! Yes, indeed; a boy has no *right* to use my things so.

5. *Uncle.* That is true. Well, have you any right to kill God's birds? A bird is something which God has made. Look at Lucy's two birds, Jacky and Pet, when they fly out of the cage, and perch on her hand. What a wise and knowing look they have! Why, their little bright eyes paint the most beautiful pictures you ever saw.

6. *George.* Paint pictures, uncle?

7. *Uncle.* Yes; when a bird looks at you, there is a contrivance in his eye that paints on the back of it every line and color of your face. The likeness is very small, but it is a very true one. Learned men have studied the reason, and, when you are older, you can learn more about it.

And then a bird has about the finest musical instrument in his throat that I ever heard.

8. *George.* A musical instrument in a bird's throat! Who ever heard of such a thing?

9. *Uncle.* Yes; in a bird's throat there is a lit-

tle, fine, soft flute, that can play as many notes as a piano.

10. *George.* A flute in a bird's throat! What a droll idea!

11. *Uncle.* The little pipe, through which a bird plays his tunes, is more curiously made than any flute made by man,—it is so small, yet so perfect. It fits into his throat so easily as never to interrupt his eating or breathing; and it is so flexible that it turns whichever way he bends his head or his throat.

12. *George.* Well, it is strange! I might have heard a bird sing a month, and never have thought of all this.

13. *Uncle.* Then a bird's bones and joints are made with as great care as if God spent much thought upon them. Birds, too, have a mill inside of them.

14. *George.* A mill!

15. *Uncle.* Yes; a little stomach, which is their mill, where they grind the seeds that they eat, and turn them into blood. They have, also, nerves.

16. *George.* What are nerves?

17. *Uncle.* Nerves are what you feel with. They come from a large nerve, that runs from your brain down through your backbone. This large nerve is called the spinal marrow. All along, pairs of little nerves branch out from it, and these little nerves branch out again and again, until

they cover your body like a fine network; so that you cannot pinch yourself any where without touching a nerve.

18. With the nerves in your mouth, you *taste;* with the nerves in your ear, you *hear;* with the nerves in your nose, you *smell;* with the nerves of your eye, you *see;* and with the nerves that cover your body, you *feel.* Birds are all provided with nerves in the same way that you are.

19. And then their little bodies are full of *muscles,* stretching, and pulling, and drawing up,—in use pretty much all of the time, without wearing out or going wrong in any way.

20. *George.* I fancy Jacky and Pet don't know what God has done for them.

21. *Uncle.* Don't you suppose that God loves his little birds? And what do you suppose He thinks of boys, who go into the woods and fields, where hundreds of happy birds are hopping about and singing in the warm sunshine and quiet shade, and take pleasure in killing them?

22. *George.* I never thought before that God cared so much for the birds.

23. *Uncle.* I am sure it is often because boys do not think, that they act unkindly. Remember, therefore, that God has made the birds as well as you, and that He cares for them as well as for you.

LESSON XXXIV.

scorch'ing	twen'ty	swal'low (swol'-)	robbed
day'light	ten'der	spar'row	Cre-a'tor

be-times', *early, soon.*
se'cret, *something unknown or hidden.*
sor'row-ful, *sad, grieved.*
con'cert, *a musical entertainment.*

ROBIN REDBREAST'S SECRET.

1. I'm a little Robin Redbreast;
   My nest is in the tree;
   If you look up in yonder elm,
   My pleasant home you'll see.
   We made it very soft and nice,—
   My pretty mate and I,—
   And all the time we worked at it
   We sang most merrily.

2. The green leaves shade our lovely home
   From the hot, scorching sun;
   So many birds live in the tree,
   We do not want for fun.
   The light breeze gently rocks our nest,
   And hushes us to sleep;
   We're up betimes to sing our song,
   And the first daylight greet.

3. I have a secret I would like
   The little girls to know;

But I won't tell a single boy —
They rob the poor birds so!
We have four pretty little eggs;
We watch them with great care;
Full twenty nests are in this wood —
Don't tell the boys they're there!

4. Joe Thomson robbed the nest last year,
And year before, Tom Brown;
I'll tell it loud as I can sing,
To every one in town.
Swallow and sparrow, lark and thrush,
Will tell you just the same.
To make us all so sorrowful,
It is a wicked shame.

5. O, did you hear the concert
This morning from our tree?
We give it every morning
Just as the clock strikes three.
We praise our great Creator,
Whose holy love we share:
Dear children, learn to praise Him, too,
For all His tender care.

LESSON XXXV.

pûd'ding	ploughed	car'pen-ters	quar'ried
thou'sand	har'rowed	tanned	mer'chant
pen'cil	saw'yers	build'ers	la'bored

in-vīt'ed, *asked to do something, or to go to some place.*
ma-te'ri-al, *that from which any thing is made.*
prom'ised (-ist), *pledged, agreed to give or do.*
em ployed', *kept at work.*
sur-prised', *struck with wonder.*
re-moved', *changed place.*
pro-cure', *to get.* [*ready.*
pre-pared', *made or got*
ar-rived', *reached, came.*
coll'ier (-yur), *one who works in a coal mine.*

THE WONDERFUL PUDDING.

1. Our uncle Robert came to us, and invited us to dinner. He promised to give us a pudding, the materials of which had employed more than a thousand men!

2. "A pudding that has taken a thousand men to make! Then it must be as large as a church."

3. "Well, my boys," said uncle Robert, "to-morrow, at dinner-time, you shall see it."

4. Scarcely had we taken our breakfast, the next day, when we got ready to go to our uncle's house.

5. When we arrived there, we were surprised to see every thing as calm and quiet as usual.

6. At last we sat down to the table. The first course was removed; our eyes were eagerly fixed on the door,—in came the pudding! It was a plum-pudding of the usual kind,—not a bit larger.

7. "This is not the pudding that you promised us," said my brother.

8. "It is, indeed," said uncle Robert.

9. "O, uncle! you do not mean to say that more than a thousand men have helped to make that little pudding?"

10. "Eat some of it first, my boy; and then take your slate and pencil, and help me to count the workmen," said uncle Robert.

11. "Now," said uncle Robert, "to make this pudding we must first have flour; and how many people must have labored to procure it! The ground must have been ploughed, and sowed, and harrowed, and reaped. To make the plough, miners, smelters, and smiths, wood-cutters, sawyers, and carpenters, must have labored.

12. "The leather of the harness for the horses had to be tanned and prepared for the harness-maker. Then, we have the builders of the mill; then the men who quarried the millstones, and made the machine-work of the mill.

13. "Then think of the plums, the lemon-peel, the spices, the sugar; all these come from distant countries, and to bring them hither, ships, ship-builders, sail-makers, sailors, growers, merchants, and grocers, have been employed.

14. "Then we require eggs, milk, and suet."

15. "O, stop, stop, uncle!" cried I; "I am sure you have counted a thousand!"

16. "I have not reckoned all, my child. We must cook the pudding, and then we must reckon

colliers who bring us coal, miners who dig for tin and iron for the saucepan; then there is the linen of the cloth which the pudding was wrapped in. To make this, we must reckon those who raise the flax, and gather it, and card it, and spin it, and weave it, and all the workmen to make the looms and machines."

17. Robert and I both said we were now quite sure that there were more than a thousand men employed.

LESSON XXXVI.

thumb	pur'pose	un-tie'	el'e-phant
knots	pis'tol	i'vo-ry	fin'ger (fing'-)

na'tive, *one born in a place.*
bur'dens, *loads.*
grate'ful, *thankful.*
length'ens, *makes longer.*
short'ens, *makes shorter.*
at-tached' (-tacht'), *joined, bound by affection.*

THE ELEPHANT.

1. What is this large creature? It is an elephant. He is the largest animal that lives upon the land. His home is in the East Indies and in Africa. The natives of these countries sometimes tame elephants, and ride on their backs, as you see.

2. Elephants are sometimes taught to work; for they are very strong, and can drag heavy burdens with ease. Their tusks are ivory, of which many pretty and useful things are made.

3. Look at the elephant's trunk! With it he can root up a tree, or strike a man dead by a single blow. It answers the purpose of a hand. With it he puts his food into his mouth. He lengthens and shortens it at his pleasure.

4. At the lower end of the trunk there is a sort of thumb and finger, with which he can pick up a pin from the floor, untie knots in ropes, open and shut gates, fire off a pistol, or draw a cork from a bottle.

5. Elephants are grateful if they are treated kindly, and they sometimes become very strongly attached to those who have the care of them.

LESSON XXXVII.

stitch	mo'tion	is'land (i'-)	pa'tient-ly
lin'net	sun'ny	brim'ful	glad'ness

un-der-tāk'ing, *what we try to do.*
con-ceived', *formed in the mind, as ideas.*
re-peat'ed, *done again.*
cor'al, *a hard substance like rock, found in the ocean, and composed of the skeletons of certain animals.*
ef'forts, *attempts.*
blos'som, *the flower of a plant.*
a-chieved', *done, accomplished.*

LITTLE BY LITTLE.

1. One step, and then another,
And the longest walk is ended;
One stitch, and then another,
And the largest rent is mended;
One brick upon another,
And the highest wall is made;
One flake upon another,
And the deepest snow is laid.

2. So the little coral workers,
By their slow but constant motion,
Have built those pretty islands
In the distant, dark blue ocean;
And the noblest undertakings
Man's wisdom hath conceived,
By oft-repeated efforts
Have been patiently achieved.

ANSWER TO A CHILD'S QUESTION.

1.

Do you ask what the birds say? The sparrow, the dove,
The linnet and thrush say, "I love and I love!"
In the winter they're silent, the wind is so strong;
What it says I don't know, but it sings a loud song.

2.

But green leaves, and blossoms, and sunny warm
weather,
And singing and loving, all come back together
But the lark is so brimful of gladness and love,
The green fields below him, the blue sky above,
That he sings, and he sings; and for ever sings
he, —
"I love my Love, and my Love loves me!"

LESSON XXXVIII.

purred killed reach'ing pleas'ant-ly

pit'i-ful-ly, *in a manner to cause pity.*
pert'ness, *sauciness.*
di-rect'ly, *in a straight line — quickly.*
sprained, *injured, as a joint, by straining or twisting.*
stretched, *extended*
coup'le, *two things of like kind together.*

THE YOUNG BIRDS AND THE CAT.—PART I.

1. THERE was once a cat named Tom. One day he went into the garden to walk, and looked up in the branches of the trees. From one tree a couple of pert little finches stretched their necks out of their nest, and began to cry out to the cat, "Peep, Tom!" for they thought he would not be able to come up where they were.

2. Tom purred pleasantly, and said, "Ah, little finches, thank you, I will come up to you directly."

3. Tom then sprang upon the tree. He put first one foot forward, and then the other, and soon he was close to the nest. But just as he was reaching out his paw to seize the finches,—thump! a stone struck him on the neck.

4. Little Charles, who was very fond of the finches, threw the stone, and hit the cat so hard that he fell from the tree.

5. Under the tree lay a large stone, upon which Tom fell, and he sprained the foot with which he was reaching after the young birds so badly that he limped very pitifully.

6. Then the little finches peeped again merrily; and, when their mother came home, they told her the whole story.

7. Their mother gave them a scolding. She said, "How much trouble I have with you! You might have been killed because of your pertness. Hereafter, keep your necks in the nest when an enemy is in sight."

LESSON XXXIX.

trip'ping vis'it diz'zy mon'key (mung'-)

ac-quaint'ed, *knowing each other.*
be-longed' to, *was the property of.*
sa-lute', to *greet.*
cord'ial-ly (-yal-), *heartily.*
lect'ure, *a discourse to instruct or to reprove.*
pat'tern, *model.*

THE PILFERER LECTURES THE THIEF.—Part II.

1. In the garden where this happened a monkey used to walk, named Jocko. He belonged to little Charles, and was well acquainted with Tom. When he saw the cat limping along, he said to him, "Ha, Tom, are you learning to dance, that you are tripping it so lightly on one foot?"

2. "You ought to pity me," said Tom. "I fell from a tree, and struck hard on a stone."

3. "How happened it?" asked Jocko.

4. "Ah," answered Tom, "the little finches in the apple-tree invited me to come up and visit them. I went up, and when I was about to salute them cordially, and had reached out my

hand, all at once I became dizzy and fell from the tree."

5 Then the monkey put on a very grave look, and gave the cat a lecture. "Ah, Tom! ah, Tom! what did you wish to do? Did you wish to eat the young finches? The young finches are not there for a cat to eat.

6. "Look at me, Tom. Have I ever wished to eat young finches? Take me as a pattern, Tom, and be better, be better." Tom made a wry face, and limped away.

LESSON XL.

run'ning thiev'ish hob'bled (-bld) tai'lor

pil'fer-ing, *stealing small things.*
re-ceived', *taken.*
beck'on, *to make a sign.*
dis-pute', *a quarrel in words.*
fa'vor, *kindness.*
spite, *ill-will.*
se'ri-ous, *sober, grave.*
pre'cious (presh'us), *of great value,*—here in irony, *worthless.*
ras'cal, *a dishonest, bad man.*
jeer, *to scoff, to taunt.*

THE THIEF LECTURES THE PILFERER.—PART III.

1. ONE day, when the apples were ripe, Jocko went into the garden to walk. The apple-tree, upon which was the finch's nest, hung full of beautiful apples. Jocko was very fond of apples. He looked up into the tree, and thought, "Shall

I, or shall I not? Shall I take the apples, and get a whipping for it?"

2. He had, for his pilfering, received heretofore many a whipping, and he knew how the whip felt. But the apples were very beautiful, and they became more beautiful the longer he looked at them.

3. A wind moved the branches, and Jocko said, "The apples beckon to me." Quickly he climbed the tree, and reached out after the most beautiful apple. Just then a blow of a whip was laid so hard across his back, that he tumbled to the ground. Little Charles had just come out.

4. Jocko fell upon the same stone which Tom had fallen on a few weeks before, and he struck his thievish foot so hard that it was all bloody.

5. The monkey hobbled away, swinging his bloody foot, for it pained him very much. Just then, Tom came running along. When he saw Jocko, he said, "Ah, Jocko, my dear fellow! are you learning the tailor's trade, that you move one foot back and forth so when you walk?"

6. "Why," said Jocko, "the red apples up there got into a dispute as to which one was the most beautiful. They beckoned to me to come up and decide for them. I did them the favor to go up, and, as I was about to point out, with my finger, the most beautiful one, down came the whip, which has had a spite against me for a long time,

and gave me a blow from behind, so that I fell from the tree."

7. "Ah!" said Tom, — and he put on a very serious look, — "ah, Jocko, what did you wish to do? Did you wish to eat the red apples? The red apples are not there for a monkey to eat. Look at me, Jocko. Have I ever eaten apples? Take me as a pattern, Jocko, and be better — be better."

8. The monkey showed his teeth. It made him angry that Tom should jeer at him in this way.

9. But little Charles said, "You are a precious pair of rascals, both of you. First, the pilferer wishes to make the thief better, and then the thief the pilferer. Let each first make himself better; but, as for you two, one is as bad as the other."

LESSON XLI.

right	sense	fūt'ure	strug'gle
wrong	hap'pi-er	dis-please'	ques'tion

tru'ant, *a child who stays from school without leave.*
de-cīd'ed, *determined.*
at'ti-tude, *position of the body, posture.*
con'science (-shens), *sense of right and wrong.*
pre-vail', *to have the most force, to succeed.* [*pens.*
e-vent', *any thing that hap-*

THE BOY AND THE KITE.

1. This boy holds his kite in one hand, and his bag of books in the other, and he is stopping

to think whether he will go to school, or whether he will play truant, and fly his kite.

2. If he goes to school, he will be doing right; but if he stays away from school, in order to play with his kite, he will be doing wrong.

3. You can see, by his attitude, that he has not decided what to do; and you can see, by his face, that he is thinking about something.

4. He is making up his mind what to do. He thinks it would be very pleasant to fly his kite in the fields; but, on the other hand, he knows that this would be wrong, that it would displease his father and mother as well as his teacher.

5. Perhaps his whole future life may depend upon the way he decides the question on which he is now thinking.

6. Let us hope that his conscience, his sense of right, will prevail in the struggle, and that he will leave his kite behind, and go to school like a good boy. He will feel much happier, in that event, than if he should play truant and thus do that which he knows to be wrong.

LESSON XLII.

bab'bling	peb'ble	dash'ing	bound'ing
splash'ing	fish'er	leap'ing	thirst'y

spy, *to gain sight of.*
bask'ing, *lying in the sun or warmth.*
draught (draft), *what we drink at one time.*
foam, *froth.*
way, *road, course.*
crev'ice, *a crack, cleft.*
nook, *corner.*
nim'ble, *active, quick.*

THE BABBLING BROOK.

1. "I SPY thee, little babbling brook,
Beside the forest tree;
O, stop beneath its cooling shade,
In thy clear waters let me wade;
Come, stop awhile with me.

2. "I spy thee, basking in the sun,
Close by the meadow's brink;
And little lambs come one by one,
With nimble feet and bleating tongue,
A cooling draught to drink.

3. "Whither so fast, thou babbling brook,
Over pebble and stone,
Splashing, dashing, bounding, leaping,
Without resting, eating, sleeping,
Covered with snowy foam?" —

4. "I bathe the feet of forest trees,
And cheer the sunny way;
On drooping bud, and lowly moss,
On thirsty, parchéd, meadow grass
I fling my cooling spray.

5. "I make nice homes for little fish,
In corner, crevice, nook;
O, you would laugh to see the trout
Hide here and there, and then dart out
To seize the fisher's hook!

6. "At work! at work! — no time have I
To spend in idle play;
From eve till morn, from morn till eve —
So, if you please, I'll take my leave, —
I must away, away!"

LESSON XLIII.

ear'ly	en-gage'	med'dle	un-load'ed
sum'mer	hon'est (on'-)	bri'dle	break'fast

pan'niers (-yurs), *two baskets hung over a horse's back to carry fruit, &c.*
pub'lic, *for the people.*
land'lord, *one who owns or rents land or houses; an innkeeper.*
host'ler (os'- *or* hos'-), *one who has the care of horses at a stable.*
war'rant, *to assure.*
prom'ised, *agreed to do.*
beck'oned, *called with the finger.*
ex-claimed', *cried out.*

THE ORANGE MAN.

1. EARLY one summer morning, as Charles Morton was going along the road to school, he met a man leading a horse which was laden with a pair of panniers.

2. The man stopped at the door of a public house, and said o the landlord, who was standing there, "I shall not have my horse unloaded. I wish only to stop with you while I eat my breakfast. Give my horse to some one to hold here at the door, and let him have some hay to eat."

3. The landlord called to the hostler, but he was not to be found. He then beckoned to Charles, who was going by, and asked him to hold the horse.

4. "O!" said the man, "but can you answer for his being an honest boy? There are oranges in my baskets, and it is not every little boy that one can leave with oranges."

5. "Yes," said the landlord, "I have known Charles from the cradle upwards, and I never knew him to tell a lie or to do a dishonest thing

I will warrant that your oranges will be as safe with him as if you watched them yourself."

6. "Will you?" said the orange man; "then I will engage, my boy, to give you the finest orange in my baskets, when I come back from breakfast, if you will take care of them while I am away."

7. Charles promised that he would do so, and the man put the bridle into his hand, and went into the house to eat his breakfast.

8. Charles had stood by the horse about five minutes, when he saw one of his school-fellows coming towards him. As he came nearer, Charles saw that it was Edward Mason.

9. Edward stopped as he passed, and said, "Good-morning, Charles. What are you doing there? Whose horse is that? and what have you in the baskets?"

10. "There are oranges in the baskets," said Charles. "A man, who has just gone into the house to eat his breakfast, asked me to take care of them. He said he would give me an orange when he came out."

11. "An orange!" said Edward; "are you to have a whole orange? I wish I was to have one. Let me see how large they are." Saying this, he went toward the pannier, and lifted up the cloth that covered it.

12. "O, what fine oranges!" he exclaimed, the

moment he saw them. "Let me take one of them in my hand, and see if it is ripe."

13. "No," said Charles; "you had better not meddle with them. They are not yours, and you must not touch them."

14. "Not touch them!" said Edward; "there is no harm in touching them. You do not think I mean to steal one, I suppose." So Edward put his hand into the basket, and took out an orange.

15. "It smells very sweet," said he, "and it feels very ripe. How I long to taste it! I will only just suck one drop of juice at the top." Saying these words, he put the orange to his mouth.

LESSON XLIV.

be-ware', *to take care.*
temp-ta'tion, *something that entices to ill.*
sur'ly, *uncivil, sour.*
im-me'di-ate-ly, *without delay, directly.*
vi'o-lent, *forcible, furious.*
suc-ceed', *to get one's wish.*
re-course', *a going to for aid, resort.*
pre-tend'ed, *feigned.*
de-sist', *to stop.*
dis-turbed', *roused from a state of rest.*
o-bliged', *forced, compelled.*
cun'ning, *artful, sly.*

THE ORANGE MAN, CONTINUED.

1. Boys who wish to be honest should beware of temptation. People are always led on by little and little to do wrong. The sight of the oranges tempted Edward to touch one of them; the touch tempted him to smell it; and the smell tempted him to taste it.

2. "What are you about, Edward?" asked Charles, taking hold of his arm. "You said that you only wanted to see if the oranges were ripe. Do put it down. For shame!"

3. "Do not say 'for shame' to me!" said Edward, in a surly tone. "The oranges are not yours, Charles."

4. "No, they are not mine," said Charles; "but I promised to take care of them, and I will. So put down the orange."

5. "O, if it comes to that, I will not," said Ed-

ward; "and let us see who can make me, if I do not choose it; I am stronger than you."

6. "I am not afraid of you for all that," replied Charles, "for I am in the right." Then he snatched the orange out of Edward's hand, and pushed him with great force from the basket.

7. Edward immediately returned, and struck Charles a violent blow, which almost stunned him.

8. Charles, however, without minding the pain, tried with all his might to defend what was left in his care. He still held the bridle with one hand, and covered the basket with his other arm, as well as he could.

9. Edward struggled to get his hand into the panniers again, but he could not; and, finding that he could not succeed by strength, he had recourse to cunning.

10. He therefore pretended to be out of breath, and to desist; but he meant, as soon as Charles looked away, to creep softly round to the basket on the other side.

11. Cunning people, though they think themselves very wise, are almost always very silly. Edward, intent upon stealing an orange, forgot that if he went too close to the horse's heels, he should startle him.

12. The horse, disturbed by the bustle near him, had already left off eating his hay; and,

when he felt something touching his hind legs, he gave a sudden kick, and Edward fell backwards just as he had seized an orange.

13. Edward screamed with pain, and at the noise all the people came out of the public house to see what was the matter; and amongst them came the orange man. Edward was now so much ashamed that he almost forgot the pain, and wished to run away; but he was so much hurt that he was obliged to sit down again.

LESSON XLV.

pit'ied (-ed) sighed mat'ter med'dling

de-serves', *merits.*
good-nāt'ured, *naturally mild or kind.*
es-pec'ial-ly (es-pesh'al-lē), *chiefly.*
si'lence, *stillness.*
of'fered, *proposed.*
com-pan'ion, *playmate.*
con-sid'er, *to think.*

THE ORANGE MAN, CONCLUDED.

1. The truth of the matter was soon told by Charles, and no one pitied Edward for the pain which he felt. "He deserves it," said the landlord, "for meddling with what was not his own."

2. Charles was the only one who said nothing. He helped Edward away; for boys that are brave are always generous and good-natured.

3. "Come here," said the orange man, calling

to Charles; "come here, my honest boy;" and he led Charles into the midst of the men, women, and children who had gathered round the place.

4. The orange man now took off Charles's hat, and filled it with fine, large oranges. "There my little friend," said he, "take them, and God bless you with them! If I could afford it, you should have all that I have in my baskets."

5. Then the people, and especially the children, shouted for joy; but as soon as there was silence Charles said to the orange man, "I thank you with all my heart; but I cannot take your oranges. I will take only the one which I earned. I will not be paid for being honest. You may take the rest back again; but I thank you as much as if I had them."

6. Charles then offered to pour the oranges back into the basket; but the man would not let him. "Then," said Charles, "if they are honestly mine, I will give them away." So he gave them to the children, his companions, and, without waiting for their thanks, pressed through the crowd, and ran toward home.

7. Edward went limping away, feeling very unhappy. He had no oranges to eat, nor had he any to give away. People must be honest before they can be generous. Edward sighed as he went toward home. "And all this trouble and pain," said he to himself, "is for taking an orange

that did not belong to me. It is better to be honest."

8. Yes, it is better to be honest than to be dishonest. It is never well to do wrong. Let the boys who read this story consider which they would have rather been — the honest boy or the thief.

LESSON XLVI.

ex-press', *to utter, to declare.*
cus'tom, *usage, fashion.*
de-part', *to go away.*
price'less, *beyond price.*
pos-sess', *to own.*
deem, *to think.*
for-sake', *to leave, to quit.*
pre'cepts, *rules, directions.*
con'science (-shens), *sense of right and wrong.*
du'ty, *what one ought to do.*
wis'dom, *wise judgment.*
mis'e-ry, *wretchedness, woe.*
pearl, *a gem.*
rea'son, *the thinking faculty.*

DARE AND DO.

1. Dare to think, though others frown;
   Dare in words your thoughts express;
   Dare to rise, though oft cast down;
   Dare the wronged and scorned to bless.

2. Dare from custom to depart;
   Dare the priceless pearl possess;
   Dare to wear it next your heart;
   Dare, when others curse, to bless.

3. Dare forsake what you deem wrong;
Dare to walk in wisdom's way;
Dare to give where gifts belong;
Dare God's precepts to obey.

4. Do what conscience says is right;
Do what reason says is best;
Do with all your mind and might;
Do your duty, and be blest.

WHAT A CHILD CAN DO.

1. O, WHAT can little hands do,
To please the King of heaven?
The little hands some work may try,
To help the poor in misery:—
Such grace to mine be given!

2. O, what can little lips do,
To please the King of heaven?
The little lips can praise and pray,
And gentle words of kindness say:—
Such grace to mine be given!

3. O, what can little eyes do,
To please the King of heaven?
The little eyes can upward look,
Can learn to read God's holy book:—
Such grace to mine be given!

4. O, what can little hearts do,
To please the King of heaven?
The hearts, if God his Spirit send,
Can love and trust the children's Friend:—
Such grace to mine be given!

LESSON XLVII.

chim'ney sweep'er e'ven-ing sign'-board

ef'fort, *attempt, exertion.*
col-lect', *to gather together.*
sin'gu-lar (sing'-), *unusual odd, strange.*

THE LITTLE CHIMNEY-SWEEPER.

1. Some years ago an effort was made to collect all the little chimney-sweepers in the city of Dublin, and to teach them in an evening school. Among others, came a little fellow black with soot, who was asked if he knew his letters.
2. "O, yes!" was the reply.
3. "Do you spell?"
4. "O, yes!" was again the answer.
5. "Can you read?"
6. "O, yes!"
7. "And what book did you learn from?"
8. "O, I never had a book in my life, sir!"
9. "And who was your school-master?"
10. "I never was at school, sir."
11. Here was a singular case. A boy could

read and spell without a book or a school-master. And how was this? Why, another little chimney-sweeper, a little older than himself, had taught him to read by showing him the letters over the SHOP-DOORS which they passed as they went through the city. This teacher, then, was a little chimney-sweeper like himself, and his book the sign-boards on the houses. How much can be done when we TRY!

LESSON XLVIII.

dir'ty	scrubbed	rag'ged	fol'lowed
lodg'er	speed'i-ly	fe'male	neigh'bors (na'-)

as-ton'ish-ment, *wonder.*
fan'cied, *imagined.*
ex-am'ple, *pattern, copy.*
ti'dy, *neat, clean.*
com'fort-a-ble, *giving comfort or ease, cheerful.*
pres'ent-ly, *soon.*
forth-with', *immediately.*

A GOOD EXAMPLE.

1. A POOR boy went to a ragged-school,* where he had his face well washed. When he went home, the neighbors looked at him with astonishment. They said, "That looks like Tom Rogers, and yet it can't be, for he is so clean."

2. Presently his mother looked at him, and finding *his* face so clean, she fancied *her* face dirty, and forthwith washed it.

* Ragged-school, *a school for very poor or ragged children.*

3. The father soon came home, and, seeing his wife and son so clean, thought *his* face dirty, and soon followed their example.

4. Father, mother, and son, all being clean, the mother began to think the *room* looked dirty, and down she went on her knees, and scrubbed *that* clean.

5. There was a female lodger in the house, who, seeing such a change in her neighbors, thought *her* face and *her* room very dirty, and she speedily set about cleaning, likewise; and so the whole house was made tidy and comfortable, simply by the clean face of one ragged school-boy.

6. Children, as well as grown-up people, should always set a good example. We never know how much good may be done in this way, nor how much harm by a bad example.

LESSON XLIX.

pair	e-nough' (-nuf')	shoul'der	tired
earn	heav'y	un-til'	ha'zel-nuts
eight	gath'er	spir'its	bare'foot-ed

re'al-ly, *truly.*
de-light', *great joy.*
sur-prised', *struck with wonder.*
dis ap-point'ed, *defeated in one's hopes.*
anx'ious, *eager, uneasy.*
ex-act'ly, *precisely.*
com'fort-ed, *cheered, consoled.*
emp'ty (em'tȳ), *having nothing inside.*

THE HAZEL-NUTS.

1. "O, MOTHER!" said Ellen Day, one cold afternoon in October, "I wish I could have a pair of shoes this fall, before the weather is very cold. After it becomes cold, the boys and girls laugh at me so for going barefooted."

2. "Well, my child, your father will get you a pair as soon as he can; but I fear it will not be very soon."

3. "Can't you get me a pair, mother?"

4. "No, my dear; I have not money enough to buy you a pair of shoes."

5. "I wish I could earn some money; don't you, mother?"

6. "Yes; but I don't know how you can earn any."

7. The next day, Ellen came to her mother, with a very bright and happy face.

8. "O, mother!" said she, "Mr. Walker has just told me that he will give me fifty cents if I will bring him half a bushel of hazel-nuts. I know where there are a great many. Fifty cents will help to buy me a pair of shoes, will it not?"

9. "Yes, it will. If you can earn as much as that, I will make up the rest myself."

10. "O, thank you, mother!" and Ellen really danced with delight at the thought of so soon having a pair of new shoes.

11. "But where are the hazel-nuts you speak of?" asked her mother.

12. "You know the field back of Mr. Brown's There are a great many there."

13. "But you will find it very hard to bring them so far. They are heavy, and it will be more of a task to bring them than to gather them."

14. Ellen knew this was true, and she looked a little sober when she thought how many heavy baskets she should have to bring all that long way, before she could get enough to make half a bushel of nuts after they were shelled out.

15. "I will tell you what you can do," said her mother. "You can take a bag, fill it, and leave it there. Your father will go for it after he comes home to-night.

16. "In this way you can get a great many more; for you can spend all your strength in gathering them, instead of having to spend the greater part of it in bringing them home. I should not be surprised if you should gather to-day all you want."

17. "O, that is a nice plan, mother!"

18. Mrs. Day found a large bag for Ellen, and she set out in high spirits. Before the bag was filled, Ellen became very tired; but she would not give up until it was full, although it held nearly all the nuts in the pasture.

19. Her father did not return till late at night

But her mother told him of the bag of nuts Ellen had gathered, and asked him to go for it.

20. "It is late, to-night," he said, "and I am very tired. But I will go early in the morning, which will do just as well."

21. Ellen was disappointed. She did not feel quite sure that it would do just as well, and she was very anxious to get the nuts home. But her father told her he was sure it would do exactly as well to go early in the morning; and with this she comforted herself as well as she could.

22. The next morning Mr. Day started before breakfast to bring home the bag of nuts. Ellen eagerly watched for his return. At last she saw him coming, not, however, with a heavy bag over his shoulder, but carrying under his arm something which looked very much like an empty one.

23. "O, father! where are the nuts?" she said, as her father drew near.

24. "This is all I found," said he, holding out the empty bag. "It was under a tree, but there were no nuts in it, though a few were scattered on the ground near it."

25. "I left it full. What can have become of them?"

26. "I suppose some naughty boy has taken them. I wish I had gone for them last night."

27. "It is too, too bad," said Ellen. She went

back into the house, and, throwing herself into a chair, wept as if her heart would break. Her mother tried to soothe her, and her father comforted her as well as he could with the promise that he would buy her a pair of shoes before the weather was very cold.

LESSON L.

vil'lage	mo'ments	dried	man'ner
af'ter-noon	sud'den-ly	shelled	stam'mer
stripped (stript)	be-lieve'	caused	thought'less-ly

per'son, *a human being.*
en'tered, *came or went into.*
re-gard'ed, *considered.*
ex-pect'ed, *looked for.*
re-main', *to stay.*
sooth'ing-ly, *in a way so as to calm.*
com'mon, *general.*
prop'er-ty, *what one owns.*
se'ri-ous, *grave, solemn.*
dis-posed' of, *parted with.*
in'ter-est, *concern of.*
va'ri-ous, *different.*
hard-heart'ed, *cruel.*
ob-tain', *to get.*
self-com-mand', *self-control.*

THE HAZEL-NUTS, CONTINUED.

1. THERE was only one person in the village who could have told Ellen Day what had become of her hazel-nuts. This was a young lad by the name of George Mills. After Ellen had left the pasture the night before, George Mills entered it, intending to gather the nuts which he had seen there a few days before. He was greatly disap-

pointed when he found that the bushes had been stripped by some one.

2. "This is too bad!" he exclaimed. "I wonder who has taken my hazel-nuts;" for George had already regarded them as his own.

3. After looking round a while, he spied the bag which Ellen had left under a tree.

4. "Ah! here they are, all nicely stowed away in this bag. Some one has been doing a good afternoon's work. I wonder who it is."

5. George looked about him for a few moments, first at the bag, where the nuts were, and then at the bushes, where they were not. Suddenly a thought struck him.

6. "Well, I don't see but they are all here, though not exactly in the place where I expected to find them. They are in the bag, instead of on the bushes. But it's all the same, so long as they are here. I believe I'll help myself. I'll fill my basket, at all events, out of that bag. As long as the nuts remain in the pasture, I hold that they are common property."

7. George filled his basket with the nuts, and carried them home. Having put them in a safe place, he began to have serious thoughts of going back for the rest.

8. "Now my hand is in, I may as well do the whole job," he said. "I will take a bag this time, and I can bring all the rest." So he got a bag,

returned to the pasture, and brought away the rest of the nuts.

9. After the nuts were dried, George shelled them out, and disposed of them in various ways, and then he thought no more about them.

10. In the mean time poor Ellen did not obtain her shoes.

11. One frosty morning in October, George Mills met her in the street, and thoughtlessly called out, "Good-morning, Miss Barefoot!"

12. Now this was touching a very tender spot in Ellen's mind. The mind has its tender spots as well as the body. This is one reason why we should be very careful not to say any thing which can grieve another. Without meaning to, George had caused acute pain. Ellen quite lost her self-command, and burst into tears.

13. George was not a hard-hearted boy; and, when he saw the pain he had caused, he felt very sorry for it.

14. "O, never mind!" he said, soothingly. "I didn't mean to make you cry. I didn't suppose you would care any thing about it. But what makes you go without shoes, on so frosty a morning? I should think your feet would freeze."

15. "I haven't any to wear," said Ellen, sadly.

16. "Why don't your father get you a pair?"

17. "He will, as soon as he can. I thought I was going to have a pair; but I was so sadly disappointed."

18. "How was that?" said George. His manner showed so much interest that Ellen told him the whole story.

19. "Mr. Walker said, if I would bring him half a bushel of hazel-nuts, he would pay me fifty cents for them; and mother said, if I could earn so much, she would add to it enough to get me a pair of shoes. I went into Mr. Brown's pasture after the nuts, and filled a great bag with them. But I left them there for father to bring home, because they were so heavy; and when he went for them, some one had taken them all away."

20. George could only stammer out, "It was too bad," as he hurried away from Ellen, that she might not see how guilty he looked.

21. "O, I wish I had not taken them!" he said, to himself. "It was cruel. If I had only known, I never would have taken them."

22. Then, George wished that he had fifty cents to give to Ellen for the nuts he had taken; but he had not a penny.

LESSON LI.

dol'lar	choose	a-greed'	seemed
dig'ging	sec'ond	piece	po-ta'toes

con-sent'ed, *agreed.*
in-duce', *to prevail upon.*
re-pair', *to make good or sound.*

con-fess', *to make known or acknowledge, as a fault.*
hās'tened (ha'snd), *hurried.*
tease, *to plague, to worry.*
in-tend', *to mean.*
cour'age, *bravery, valor.*
er'ror, *a turning aside from the path of duty, a mistake.*
com-mit'ted, *effected, done.*

THE HAZEL-NUTS, CONCLUDED.

1. It seemed to George as if, for the next two days, he never went out without meeting Ellen, whose bare feet caused him more suffering than they had ever cost her.

2. "I can't stand this," he said, at last. "I must get the money in some way." But still he could think of no means by which he could obtain it. At last he went to his father. "Father," said he, "I want half a dollar very much; can't you tell me of some way by which I can earn it? I am willing to do almost any thing to get it."

3. "What makes you so anxious to get it?"

"O, don't ask me that, if you please. But I do want it very much."

4. Mr. Mills thought a moment. He saw that George was very anxious to get the money. So he said, "I will tell you what I will do, George. Michael is digging potatoes now. If you will work hard for two days, picking up potatoes, I will pay you fifty cents." This seemed to George a hard way to get the money; but he thought of Ellen, and gladly consented.

5. The next morning George went into the

potato field with his father's hired man. He was very tired before night, but he worked bravely on; for, if he began to play, the thought of Ellen sent him back to his task.

6. At the close of the second day, his father paid him the money. As he did so, he, however asked, "What are you going to do with it, George? I did not suppose that any thing would induce you to work in this way for two days."

7. "But the money is mine now, to use just as I choose, is it not?" asked George.

8. "Of course it is, if you don't choose to do any thing wrong with it."

9. "I am not going to do wrong with the money, father," said George, blushing. "I am going to repair a wrong already done. Please not ask me any more about it now. I will tell you all another time."

10. "Very well; you may take your own time to tell me. But if you have been doing wrong, you will feel much better to confess the whole."

11. George took the money, and hastened with it to Mr. Day's. At the gate he met Ellen. "I have something to tell you, Ellen," said he. "It was I who took your hazel-nuts. I did not know they were yours. I am very sorry I took them. I can't bring them back, for they are gone. But I have brought you fifty cents for them, just what Mr. Walker agreed to pay you.

I have worked hard two days to get it. So, you'll forgive me, won't you?"

12. "O, yes," said Ellen, as she took the piece of silver which George held out to her. "You are a good boy. Now I can have a pair of shoes, and no one will call me Miss Barefoot again."

13. "I am sorry I called you so. I should not have done it if I had known it would have troubled you so much. But I begin to think we don't always know how much we trouble people, when we only mean to tease them a little. I intend to be more careful in future."

14. He returned home with a light heart, and found courage to tell his father all. Though sorry for the error committed by his son, Mr. Mills was glad that George had shown that he was sorry for it, too.

TAKE the bright shell
From its home on the lea,
And wherever it goes
It will sing of the sea.

So, take the fond heart
From its home and its hearth,
'Twill sing of the loved
To the ends of the earth.

LESSON LII.

drea'ry, *gloomy, dismal.*
thresh'old (-hold), *door-sill.*
ope, *to open.*
a-pace', *quickly, speedily.*
hearth (härth), *floor of a fireplace, fireside.*
hu'man, *relating to man.*
crows, *makes a joyful noise.*
wold, *a tract of poor, naked, hilly land.*
bos'om, *breast.*

FATHER IS COMING.

1. The clock is on the stroke of six,
And father's work is done;
Sweep up the hearth, and mend the fire,
And put the kettle on!
The wild night wind is blowing cold,
'Tis dreary crossing o'er the wold.

2. He's crossing o'er the wold apace,—
He's stronger than the storm;
He does not feel the cold, not he,
His heart it is so warm!
For father's heart is stout and true
As ever human bosom knew!

3. Stay, do not close the shutters, child,
For far along the lane
The little light is thrown, and he
Can see it shining plain;
I've heard him say he loves to mark
The cheerful fire-light through the dark.

4. And we'll do all that father likes,
His wishes are so few;
Would they were more, that every hour
Some wish of his I knew!
I'm sure it makes a happy day
When I can please him any way!

5. I know he's coming by this sign,
That baby's almost wild;
See how he laughs, and crows, and starts!
Heaven bless the merry child!
His father's self in face and limb,
And father's heart is strong in him!

6. Hark! hark! I hear his footsteps now,—
He's through the garden gate;
Run, little Bess, and ope the door,
And do not let him wait!
Shout, baby, shout, and clap thy hands,
For father on the threshold stands!

LESSON LIII.

tongs	met'als	an'vil	black'smith
keys	i'ron (i'urn)	nee'dles	sword (sōrd)
hinges	bel'lows	ra'zors	shov'el (-vl)
screws	ham'mers	knives	plough'share

IRON.

1. Iron is the most useful of all metals. I do not know what we should do without it, for it makes us a great many things.

2. Go and ask the cook what she would do without the stove or the oven, the pots, the tongs, the poker, and the shovel. These things are made of iron.

3. Go and ask Dobbin* if he can plough without the ploughshare. He will say that he cannot. The ploughshare is made of iron; and so are locks, keys, bolts, nails, hinges, hammers, screws, and many other things.

4. Will iron melt in the fire? Yes, it will melt in a very hot fire, when it has been in a great while.

5. Come, let us go to the smith's shop. What is he doing? He has a forge; he blows the fire with a great pair of bellows, to make the iron hot.

6. Now he takes the iron out with the tongs, and puts it upon the anvil. Now he beats it with

* Dobbin, *a name given to an old, jaded horse.*

a hammer. The sparks fly about,—pretty, bright spa'ks.

7. What is the blacksmith making? He is making nails and horse-shoes, and a great many things.

8. Iron, when made very hard, is called steel.

Knives, pens, razors, needles, swords, and springs for clocks and watches, are made from steel. Tools hard enough to cut and plane iron are also made of steel.

LESSON LIV.

jūn'ior (-yur)	bri'dle	tur'nips	wood'en
er'rands	ap'ples	har'vest	gin'ger-bread

dis-mount'ing, *getting off a horse's back.*
hedge, *a fence made of shrubs.*
gal'loped, *ran by leaps, as a horse.*
ad-mired', *regarded with wonder and pleasure.*
rud'dy, *red, of the color of the human flesh in high health.*
coun'te-nance, *appearance of the face, look.*
em-ploy'ment, *work.*
phi-los'o-pher, *a wise person.*

THE LITTLE PHILOSOPHER.

Mr. Long was one morning riding on horseback, when, dismounting to gather a beautiful flower in the hedge, his horse galloped away from him. A little boy, in a field near by, ran across where the road made a turn, and, getting before the horse, took him by the bridle, and held him till his owner came up. Mr. Long looked at the boy, and admired his ruddy, cheerful countenance. "I thank you," said he. "You have caught my horse, and I will pay you for your trouble."

"I want nothing, sir," said the boy.

Mr. L. So much the better for you. Few men can say as much. What is your name?

"Thomas Hurdle, junior," said the boy.

Mr. L. What were you doing in the field?

Thomas. I was pulling up weeds, and tending the sheep that are feeding on the turnips.

Mr. L. And do you like this employment?

Thomas. Yes, sir, very well, this fine weather.

Mr. L. But would you not rather play?

Thomas. This is not hard work; it is almost as good as play.

Mr. L. Who set you to work?

Thomas. My father, sir.

Mr. L. Where does he live?

Thomas. Close by, among the trees there.

Mr. L. What is his name?

Thomas. Thomas Hurdle.

Mr. L. How old are you?

Thomas. I shall be eight next month.

Mr. L. How long have you been out in this field?

Thomas. Ever since six in the morning.

Mr. L. And are you not hungry?

Thomas. Yes, sir; I shall go to my dinner soon.

Mr. L. If you had a dime now, what would you do with it?

Thomas. I do not know. I never had so much money in my life.

Mr. L. Have you no playthings?

Thomas. Playthings! what are those?

Mr. L. Such as balls, ninepins, marbles, tops, and wooden horses.

Thomas. No, sir; but my brother makes foot-balls to kick in the cold weather; and then I have a jumping-pole, and a pair of stilts to walk through the dirt with. I had a hoop, but it is broken.

Mr. L. And do you want nothing else?

Thomas. No, sir. I have hardly time to play with what I have; for I always ride the horses to the field, and bring up the cows, and run to the town on errands, and that is as good as play, you know.

Mr. L. But you could buy apples or gingerbread at the town, I suppose, if you had money.

Thomas. I can get apples at home; and as for gingerbread, I do not want it, for my mother gives me a pie now and then, and that is as good.

Mr. L. Would you not like a knife to cut sticks?

Thomas. I have one; here it is; my brother gave it to me.

Mr. L. Your shoes are full of holes. Should you like a better pair?

Thomas. I have a better pair for Sundays.

Mr. L. But these let in water.

Thomas. I do not care for that.

Mr. L. Your hat is all torn, too.

Thomas. I have a better one at home; but I had as lief have none at all, for it hurts my head.

Mr. L. What do you do when it rains?

Thomas. If it rains very hard, I get under the hedge till it is over.

Mr. L. What do you do when you are hungry before it is time to go home?

Thomas. I sometimes eat a raw turnip.

Mr. L. But if there are none?

Thomas. Then I do as well as I can; I work on, and never think of it.

Mr. L. Are you not thirsty sometimes this hot weather?

Thomas. Yes, sir; but there is water enough.

Mr. L. Why, my little fellow, you are quite a philosopher!

Thomas. Sir?

Mr. L. I say that you are quite a philosopher; but I am sure that you do not know what that means.

Thomas. No, sir, I do not; but no harm, I hope.

Mr. L. No, it does not. Well, you seem to want nothing; so I shall not give you money to make you want any thing. But were you ever at school?

Thomas. No, sir; but father says I shall go after harvest.

Mr. L. You will want books then.

Thomas. Yes; the boys all have a Spelling Book and a Testament.

Mr. L. Well, then, I will give them to you, because you are a very good boy; and when you go to school, you must make good use of them.

LESSON LV.

or'gan	mon'keys	swal'lowed	ac'tive
seized	ker'nels	yes'ter-day	gnashed
re-call'	tear'ing	de-grees'	wrin'kled

a-muse'ment, *that which amuses; sport.*
gath'ered, *collected.*
dif'fi-cul-ty, *something hard to do.*
'n-ag'ine, *to fancy.*
fright'ened, *scared.*
pas'sion (pash-'), *strong feeling, as rage, love, &c.*
pas'sion-ate, *highly excited, enraged.*
en-deav'or, *to try.*
rec-ol-lect', *to recall to mind.*
res-o-lu'tion, *fixed purpose, determination.*

THE MONKEY IN A RAGE.

1. Francis and his playmate, Edgar, were at the window, when they heard the sound of a hand-organ. Looking up the street, they saw a man with the organ. He was leading two monkeys, each of which was held by a string. One of them was light and nimble; but the other was larger, and not so active.

2. They were both jumping to and fro upon

the man's back, and playing tricks for the amusement of a crowd, which soon gathered around them. They had fruit flung to them, which they caught in their paws, and swallowed greedily. But they were even more delighted when nuts were thrown to them. They held these between their fore paws, cracked the shells, and picked the kernels out with a very grave air.

3. It chanced that a boy flung to them a large and fine nut. The heavy monkey raised himself upon his long hind legs to get it; but the little one darted forward, and seized it in the air before it could reach his companion.

4. The larger monkey, cheated of his prey, gnashed his teeth with rage. His front grew wrinkled, and his eyes flashed fire. He seized

the little one, and seemed on the point of tearing him to pieces. The man found it difficult to part them.

5. "Do you see," said Francis to his little friend, "how frightful that same monkey has become since he fell into a rage, and how he shows his teeth? I should not like to be within his reach. He looks truly fearful."

6. "Indeed," said Edgar, "you will hardly imagine it; but yesterday, when you were in a passion, you were like him. Your brow was wrinkled like his; your eyes also flashed fire; and, like this monkey, you seemed ready to tear little Harry in pieces, who had, however, done you no great harm. I only wish I had had a looking-glass. Your face was so ugly, that, had you seen the likeness of it in the glass, it would have frightened you."

7. "What!" said Francis, "did I look like that ugly passionate monkey? I must have been frightful, if I did; and I will endeavor, for the future, never to be in a passion. When I find I am growing angry, I will recall the monkey, recollect his furious countenance, and try not to be like him."

8. And Francis kept his resolution. By degrees his temper improved, and he was very rarely in a passion. He was all the happier for it, and his father and mother were much pleased.

LESSON LVI.

sun'shine	whīt'er	nāt'ure	change'ful
moon'light	mo'tion	con-tent'	noth'ing (nuth'-)

spray, *particles of water that fly off from a body of water.*
blīthe'some, chee'ry, *cheerful, sprightly.*
a-wea'ry, *weary, tired.*
cease'less, *without stop.*
as-pīr'ing, *having an ardent desire to rise.*
el'e-ment, *first principle.*
glo'ri-ous, *noble, grand.*
foun'tain, *a spring, spout, or jet of water.*
con'stant, *always the same.*

THE FOUNTAIN.

1. Into the sunshine,
Full of the light,
Leaping and flashing
From morn till night!

2. Into the moonlight,
Whiter than snow,
Waving so flower-like
When the winds blow!

3. Into the starlight,
Rushing in spray,
Happy at midnight,
Happy by day!

4. Ever in motion,
Blithesome and cheery,

Still climbing heavenward,
Never aweary;

5. Glad of all weathers,
Still seeming best
Upward or downward,
Motion thy rest;

6. Full of a nature
Nothing can tame,
Changed every moment,
Ever the same;

7. Ceaseless aspiring,
Ceaseless content,
Darkness or sunshine
Thy element,—

8. Glorious fountain!
Let my heart be
Fresh, changeful, constant,
Upward like thee!

LESSON LVII.

slipped (slipt) count'less moun'tain mer'ri-ly
stopped (stopt) sud'den-ly fright'ful jour'ney

pas'time, *play, sport.*
spōrt'ed, *played.*
cu'ri-ous, *anxious, inquisitive.*
tire'some, *wearying.*
es-caped', *got free from danger.*
trick'ling, *flowing or falling in drops or gently.*

pris'on-er, *one shut up in prison, a captive.*
per-mit'ted, *allowed.*
for-get'-me-not, *a plant which bears a beautiful blue flower.*
flow'er-et, *a little flower.*
fir'ma-ment, *expanse — commonly, expanse of the sky.*
pitch dark, *black as pitch, or tar boiled down.*

THE DROP OF WATER.

1. As a little brook was running merrily along on its way to the sea, one of its water-drops suddenly stood still and stopped behind, being caught by the root of a forget-me-not, which grew by the side of the brook. A little boy, who saw this water-drop stop, was curious to know all about it. So he went down to the spot where it lay, and asked it whence it came.

2. "A long while ago," said the water-drop, "I lived with my countless sisters in the great sea. We had all sorts of pastimes. Sometimes we mounted up high into the air, and peeped at the stars; and then we sunk plump down deep below, and saw how the great whales sported about, and the little fishes chased one another.

3. "But I wished to get higher; and so one day, when the sun rose out of the sea, I clung fast to one of his hot beams, and thought that now I should reach the stars, and become one of them. But I had not got up very far when the sun-beam shook me off, and let me fall into a black cloud.

4. "Then I sailed about in the cloud, — now high up in the sky, and now low down near the earth, — till the cloud came near the top of a mountain, when a flash of fire suddenly darted through it, and a loud and frightful sound rung all around. I thought I must surely die. But the cloud laid itself down softly on the top of the mountain, and I escaped by trickling into a little hole in the ground.

5. "I now wished to rest a while; but the little hole into which I fell was much deeper than I thought; so I slipped down and down, till I reached a place which was pitch dark, and where I could neither see nor hear any thing. Then I began to fear that I was to be a prisoner for life.

6. "Happily, my fears were groundless; for, after a long and tiresome journey in the dark, and over all sorts of soils and rocks, I was at length permitted to come up once more into the free, cheerful air. And now I will run back to my sisters, and there wait patiently till I am called to something better."

7. All this the water-drop told the little boy. But hardly had she ceased speaking, when the root of the forget-me-not caught her by the hair and drew her in, that she might become a floweret, and twinkle brightly as a blue star on the green firmament of earth.

LESSON LVIII.

ter'ri-ble, *frightful.*
tes'son, *something to be learned.*
col'umn (-um), *a round pillar; an upright row of lines or words.*
pleas'ure, *enjoyment.*
ug'ly, *disagreeable.*
a-shamed', *feeling shame.*
dif'fer-ent, *not alike.*
hon'or-a-ble, *actuated by noble motives.*
learn'ed,* *knowing much; educated.*
ad-mit'ted, *allowed to enter.*
ac-quaint'ance, *knowledge of each other.*
in'ter-est, *to engage the attention of.*
com'pa-ny, *a number of persons together.*
in-for-ma'tion, *knowledge.*
si'lent, *not speaking, still.*
weath'er, *state of the air.*
o-bliged', *forced.*
blun'der, *a gross mistake.*
prof'it, *advantage.*
child'hood, *early life.*

THE IDLE BOY.

THE IDLE BOY AT SCHOOL.

1. "O DEAR me! what a terrible trouble it is to me to learn lessons! Here I have one, two—no, not two, but a whole column and a half of words with meanings, to get by heart. I wish words had no meanings!

2. "Well, I suppose I must begin to learn them: P-r-i-s pris, o-n on, prison, 'a place where people are confined.' Why shouldn't they say school, at once?—that's a prison, I'm sure. P-u-n pun, i-s-h ish, punish. I know the meaning of

* Pronounced, when a verb, *lurnd*; when an adjective, *lurn'ed.*

that word without the book; every body I have to deal with is so fond of using it!

3. "O, this ugly lesson! I shall never get it. P-l-e-a-s pleas, u-r-e ure, pleasure, 'that which pleases, enjoyment.' Nay, then I am sure pleasure means swinging on gates, eating candy, blowing bubbles, spinning top, and playing ball.

4. "I dare say, if John Grant heard me, he'd say pleasure meant having a new book. Read, read, read — I hate reading! When I'm a man, I'll never open a book, and I'll have a black horse. No, it shall be a gray one, with a long tail, and I'll ride up and down the streets all day long. O, how I wish I were a man now!"

THE IDLE BOY BECOMES A MAN.

5. "Yes, I am a man; and woe is me for having been such a little fool when I was a boy! I hated my book, and took more pains to forget my lessons than ever I did to learn them. What a dunce I was, even over my spelling!

6. "'Do, James,' said my father, 'learn your lessons, or you will be fit for nothing when you are a man.' 'Do, dear James, give your mind to your books, or I shall be ashamed of owning you for my boy,' said my poor mother.

7. "Now there was John Grant; he liked play well enough, but he liked reading better; and he learned more out of school-hours than I did in

them. John Grant is now, like myself, a man, but a very different kind of a man.

8. "He has made friends among the wise, the honorable, and the learned; I cannot be admitted to their acquaintance. He can interest a whole company with useful information; I am obliged either to be silent, or to talk about the weather, or my neighbors.

9. "I can make out a bill of goods sold, but I blunder over a letter to a friend. I see my error now, but it is too late. I have no time to read, for I must work for my daily bread; and if I had time, I could not turn my reading to profit."

10. Behold the bitter fruits of idleness in childhood!

MORNING HYMN.

O God, I thank thee that the night
  In peace and rest hath passed away,
And that I see in this fair light
  My Father's smile, that makes it day.

Be thou my Guide, and let me live
  As under thine all-seeing eye;
Supply my wants, my sins forgive,
  And make me happy when I die.

LESSON LIX.

os'trich	gal'lop	prized	trot'ted
won'der	fur'ther	vil'lage	Ar'abs

man'age, *to direct or conduct affairs.*
zig'zag, *having sharp turns, as in the letter Z.*
sub-mit', *to yield.* [*ter*
pur-sue', *to chase, to go af-*
scarce'ly, *hardly.* [*ror.*
a-larm', *fright, sudden ter-*

THE OSTRICH.

1. Perhaps you have never seen an ostrich, and you do not know how tall and strong it is. If an ostrich were standing here in the school-room, and stretching its long neck, it would reach higher than the head of the tallest man.

2. The ostrich does not fly. It runs along at a very great speed, spreading its wings, which help it to get along. It runs so fast that the swiftest horse cannot keep up with it.

3. The Arabs, who live where the ostrich abounds, hunt it with the swift horses on which they ride. You will wonder how the Arabs catch it, as I have said that the ostrich runs faster than a horse can gallop.

4. I will tell you how they manage. They start after it, first riding gently, so as not to alarm it. But it goes on running from one side to the other in a zigzag line. Now the Arabs ride quite straight forwards. This does not frighten the bird so much; and they get, by this means, over more ground.

5. They pursue it for two or three days, until the poor thing can run no longer. When it can run no further, it either turns round and fights with fury, or hides its head and submits to be taken.

6. The Arabs take all this trouble because the flesh of the bird is good for food; its skin is made into nice, strong leather; and the feathers of its wings are beautiful and highly prized.

7. A person was once at an Arab village, and saw two young ostriches which were very tame. Two of the Arab children got on the larger of these birds, and, as soon as he felt them on his back, he ran off as fast as he could, and carried them round the village two or three times.

8. The person was so much pleased with the sight, that he wished to see it again; and this time two men got on the larger one, and one man on the smaller. At first the ostriches only trotted; but in a little while they spread their wings, and ran so swiftly that you could scarcely see them touch the ground with their feet.

LESSON LX.

wrapped (rapt)	**wreath'ing**	**ban'ner**	**wreck**
strewed (strood)	**wāv'ing**	**thun'der**	**frag'ment**

he-ro'ic, *brave, valiant.*
chief'tain, *a leader.*
un-con'scious, *not knowing.*
boom'ing, *making a deep, hollow roar.*
shrouds, *ropes reaching from the mast-head to a ship's sides.*
de-spair', *loss of hope.*
splen'dor, *great brightness.*
pen'non, *banner, streamer.*
per'ished (per'isht), *was destroyed, died.*
helm, *the instrument by which a ship is steered.*
gal'lant, *brave.*

CASABIANCA.

[Casabianca was the son of the Commander of the ship of war called the Orient. When only thirteen years old, at the battle of the Nile, he remained at his post after the ship had caught fire, and perished with the vessel when the flames reached the powder.]

1. THE boy stood on the burning deck,
Whence all but him had fled;
The flame that lit the battle's wreck
Shone round him o'er the dead.

2. Yet beautiful and bright he stood,
As born to rule the storm;
A creature of heroic blood,
A proud, though childlike form.

3. The flames rolled on,—he would not go
Without his father's word;
That father, faint in death below,
His voice no longer heard.

4. He called aloud: "Say, father, say
If yet my task is done!"
He knew not that the chieftain lay
Unconscious of his son.

5. "Speak, father!" once again he cried,
"If I may yet be gone!"
And but the booming shots replied,
And fast the flames rolled on.

6. Upon his brow he felt their breath,
And in his waving hair,
And looked from that lone post of death
In still, yet brave despair!

7. And shouted but once more aloud,
"My father, must I stay?"
While o'er him fast, through sail and shroud
The wreathing fires made way.

8. They wrapped the ship in splendor wild,
They caught the flag on high,
And streamed above the gallant child
Like banners in the sky.

9. Then came a burst of thunder sound —
The boy — O, where was he?
Ask of the winds that far around
With fragments strewed the sea —

10. With mast, and helm, and pennon fair,
That well had borne their part;
But the noblest thing that perished there,
Was that young, faithful heart.

LESSON LXI.

an-oth'er	butch'er	snatch	i'dling
shad'ow	car'ry-ing	croaked	grasp'ing

mas'tiff, *a large species of dog.*
greed'i-ly, *eagerly, as if very hungry.*
sub'stance, *something real.*
in-stead' of, *in the place of.*
hard by, *close by.*

THE DOG AND THE SHADOW. — A FABLE.

1. A GREEDY mastiff was once carrying a large piece of meat in his mouth, which he had stolen

from a butcher's shop. He came to a river, and was passing over it by a bridge, when, looking down into the water, he saw his own shadow. This he thought to be another dog, carrying, like himself, a piece of meat.

2. He fancied that this dog had a much finer piece than his own, and greedily made a snatch at it. But, in opening his mouth to snap at the other dog's meat, he let his own fall into the water, and lost it.

3. "Ha! ha!" said a little boy, who had been idling away the afternoon by the river side instead of going to school, "Ill got, soon gone."

4. "Well, well," croaked out a wise old crow from a tree hard by, "dogs are not the only creatures who lose the substance by grasping at a shadow."

LESSON LXII.

sil'ly	quar'rel-ling	grudged	troub'le-some
fan'cies	naught'i-ness	nar'row	hap'pened

fair'y, *an imaginary small being in human form.*
dis-con-tent'ed, *dissatisfied, uneasy.*
re-fūs'ing, *denying.*
strait'ened, *restrained, confined.*
re-solved', *determined.*
de-sires', *wishes.*
pro-voked', *roused, made angry*
stub'born, *headstrong.*
di-ver'sion, *amusement.*
con-sid'er, *to think.*
re-ceived', *obtained.*
nour'ish-ment, *food.*
ex-ceed'ing-ly, *greatly.*

THE THREE SILVER TROUTS.

1. I WILL tell you a story, Harry. On the other side of yonder hill there runs a large, clear river, and in that river, on a time, there lived three silver trouts, the prettiest little fishes that any one ever saw.

2. Now there was a good fairy, that had charge of this river, and of all the fishes that were in it, and she took a great liking and love to these pretty silver trouts, and she let them want for nothing that such little fishes could need.

3. But two of them grew sad and discontented. The one wished for this thing, the other for that, and neither of them could take pleasure in any thing that he had, because he was always longing for something that he had not.

4. Now, Harry, you must know that all this was very naughty in those two little trouts; for the good fairy had been exceedingly kind to them. She had given them every thing that was fittest for them, and she never grudged them any thing that was for their good.

5. Instead of thanking her for all her care and kindness, they blamed her in their own minds for refusing them any thing that their silly fancies were set upon. In short, there was no end of their wishing, and longing, and quarrelling in their hearts, for this thing and that thing.

6. At last, the fairy was so provoked, that she resolved to punish their naughtiness by granting their desires, and to make the folly of those two little stubborn trouts an example to all the foolish fish in the whole world.

7. For this purpose, she called out to the three little silver trouts, and told them they should have whatever they wished for.

8. Now the eldest of these trouts was a very proud little fish, and wanted to be set up above all other little fishes. And so he said to the fairy, "I must be free to tell you that I do not, at all, like the way in which you have placed me.

9. "Here you have put me into a poor, narrow, and troublesome river, where I am straitened on the right side, and straitened on the left side, and can neither get down into the ground, nor up into the air, nor do any one thing I have a mind to do.

10. "There are the little birds in the air, who fly this way and that way, and mount up to the heavens, because they have wings. Give me wings like a bird, so that I also may fly."

11. No sooner asked than granted. He felt the wings he wished for growing from either side, and, in a minute, he spread them abroad, and rose out of the water. At first he felt a wonderful pleasure in finding himself able to fly. He mounted high into the air, above the very clouds,

and looked down with scorn on all the fishes in the world.

12. He resolved to travel, and to take his diversion far and wide. He flew over rivers and meadows, and woods and mountains, till he grew faint with hunger and thirst, and his wings began to fail him; then he thought it best to come down to get something to eat.

13. The little simpleton did not consider that he was now in a strange country, and many a mile from the sweet river where he was born and bred, and had received all his nourishment.

14. When he came down, he happened to light among dry sands and rocks, where there was not a bit to eat, nor a drop of water to drink; and so there he lay, faint and tired, and unable to rise, gasping and fluttering, and beating himself against the stones, till at length he died in great pain and misery.

LESSON LXIII.

dān'ger	mis'chief	skim'ming	con-tin'u-al
safe'ty	nei'ther	ig'no-rant	mis'er-a-ble

am-bi'tious (-bish'us), *eagerly wishing for power, fame, &c.*

pro-vide' for, *to take care of beforehand.*

sub-ject'ed, *brought under the power of another; exposed, made liable.*

fore-warned', *warned beforehand.*

un-der-stand'ing, *power by which we know things, mind.*
knowl'edge (nol'ej), *what we know.*
re-joiced', *was glad.*
gulp, *as much as can be swallowed at once.*
skulked, *lurked.*
con-tent'ment, *being satisfied with what we have.*

THE THREE SILVER TROUTS, CONCLUDED.

1. Now the second silver trout was not so ambitious as the first little proud trout; but he was a narrow-hearted and very selfish little trout, and, if he himself was snug and safe, he did not care what became of all the fishes in the world. So says he to the fairy:

2. "I don't wish—not I—for wings to fly out of the water, and to ramble into strange places, where I don't know what will become of me.

3. "I lived contented and happy enough till the other day, when, as I got under a cool bank from the heat of the sun, I saw a great rope coming down into the water, and it fastened itself, I don't know how, about the gills of a little fish that was basking beside me, and he was lifted out of the water, struggling and working in great pain, till he was carried, I know not where, quite out of my sight.

4. "Then I thought in my own mind that this evil, some time or other, might happen to myself; and my heart trembled within me, and I have been very sad and discontented ever since.

5. "Now, all I desire of you, is, that you will tell me the meaning of this, and of all the other dangers to which you have subjected us poor little mortal fishes; for then I shall have sense enough to take care of my own safety, and I am very well able to provide for my own living, I warrant you."

6. No sooner said than done. The fairy immediately opened his understanding; and he knew the nature and meaning of snares, nets, hooks, and lines, and of all the dangers to which such little trouts could be liable.

7. At first he greatly rejoiced in this his knowledge; and he said to himself, "Now surely I shall be the happiest of all fishes; for, as I understand and am forewarned of every mischief that can come near me, I'm sure I love myself too well not to keep out of harm's way."

8. From this time forward he took care not to go into any deep holes, for fear that a pike, or some other huge fish, might be there, who would make nothing of swallowing him up at one gulp. He also kept away from the shallow places, especially in hot weather, lest the sun should dry them up, and not leave him water enough to swim in.

9. When he saw the shadow of a cloud coming and moving upon the river, "Aha!" said he to himself, "here are the fishermen with their nets;"

and immediately he got on one side, and skulked under the banks, where he kept trembling in his skin till the cloud was past.

10. Again, when he saw a fly skimming on the water, or a worm coming down the stream, he did not dare to bite, however hungry he might be. "No, no," said he to them, "my honest friends; I am not such a fool as that comes to. Go your ways, and tempt those who know no better, who are not aware that you may serve as baits to some cruel hook that lies hid to catch those ignorant and silly trouts that are not on their guard."

11. Thus this over-careful trout kept himself in continual frights and alarms, and could neither eat, nor drink, nor sleep, in peace, for fear that some mischief might be at hand, or that he might be caught napping.

12. He daily grew poorer and poorer, and sadder and sadder, for he pined away with hunger, and sighed himself to skin and bone, till, wasted almost to nothing with care and fear, he at last died for fear of dying,—the most miserable of all deaths.

13. Now, when the fairy came to the youngest silver trout, and asked him what he wished for, "Alas!" said this darling little trout; "you know that I am but a very foolish and good-for-nothing little fish; and I don't know—not I—what

is good for me, or what is bad for me; and I wonder how I came to be worth bringing into the world, or what you could see in me to cause you to take any thought about me.

14. "But if I must wish for something, it is that you would do with me whatsoever you think best; and that I should be pleased to live or die, even just as you would have me."

15. Now, as soon as this precious trout made this prayer in his good and humble little heart, the fairy took such a liking to him as she never had taken to any little trout before. And she never ceased to take great care of this sweet little trout, who had trusted himself so wholly to her love and good pleasure.

16. She put contentment into his mind, and joy into his heart; and so this little trout slept always in peace, and wakened in gladness; and, whether he was full or hungry, or whatever happened to him, he was still pleased and thankful; and he was the happiest of all fishes that ever swam in any water.

LESSON LXIV.

sul'try, *hot and close.*
con'duct, *behavior.*
neigh'bor (na'-), *one living near.*
vig'or, *force, strength.*
chide, *to reprove, to rebuke.*
hoard, *to store away secretly.*
fra'grant, *sweet-smelling.*
peb'bly, *full of small roundish stones.*

THE BROOK AND THE POND.

1. "NEIGHBOR BROOK," said the Pond, one day,
Why do you flow so fast away?
Sultry June is hastening on,
And then your water will all be gone."

2. "Nay, my friend," the Brook replied,
"Do not thus my conduct chide;
Shall I rather hoard than give?
Better die than useless live."

3. Summer came, and blazing June
Dried the selfish Pond full soon;
Not a single trace was seen
Where it had so lately been.

4. But the Brook with vigor flowed
Swift along its pebbly road,
And the fragrant flowers around
Smiled to hear its joyful sound.

5. Happy alone are they who show,
Through deeds of kindness, here below,
That better far it is to give,
Than only for one's self to live.

LESSON LXV.

col'lar meas'ur-ing kitch'en span'iel (-yel)
mas'ter scam'per-ing be-lieve' New'found-land

re-flect', *to think deeply, to ponder.*
in-clined', *disposed, desirous.*
fin'er-y, *fine things, trinkets.*
com-plain'-ing, *finding fault.*
fa'vor-ite (-it), *one we think very much of.*
al-read'y, *at this time.*

JUMPING TO CONCLUSIONS.

1. "THEY are going to hang Snap," said Frisk, my lady's pet spaniel, as she stood wagging her tail on the top of the kitchen steps, looking out into the yard.

2. "Well, who would have thought it?" said Growler. "But I'm not surprised, when I reflect. That's what master and groom were talking of yesterday, no doubt, for they looked at him."

3. "They were measuring his neck for a rope," said Frisk, scampering off.

4. "Snap's going to be hanged," said Growler to Tray.

5. "Indeed! well, I thought he looked very low-spirited all day yesterday. I'm not surprised at all. But are you sure?"

6. "O, I fancy he has the rope round his neck already!"

7. "Only think of Snap!" said Tray to Lion, the large Newfoundland dog.

8. "What about him?" said Lion, seemingly more inclined to think of something else.

9. "Going to be hanged, that's all."

10. "And enough too," said Lion. "When?"

11. "O, I don't doubt that he is hanged already! I fancy the rope was about his neck some time ago."

12. "Poor fellow! what's it for?"

13. "I can't exactly tell. The groom has been complaining of him to the master, I believe, from what Mr. Growler says."

14. "I thought he was a great favorite."

15. "Ah! but we have all seen a great change lately."

16. "When did you notice it?"

17. "I don't know that it was spoken of till this morning; but any one might have seen it long ago."

18. "I never saw it."

19. At this moment Snap ran into the yard with a new collar on.

20. "Hey, what's this?" said Lion, as Snap

trotted from one to another to show his finery, while Frisk looked down from the top of the steps, and whispered rather sheepishly to Growler, "Who'd have thought they were measuring him for a new collar!"

LESSON LXVI.

sev'er-al mer'chant prom'ised sōl'dier (-jur)

de-sired', *wished.*
la'bor-er, *one who works.*
vi'o-lent, *fierce.*
re-quest', *something asked for.*
hand'some (han'-), *pleasing to the eye, well-formed.*
splen'did, *brilliant, showy.*
u'ni-form, *dress of a soldier, &c.*
of'fi-cer, *one who holds an office.*
clev'er, *skilful.*
re-mained', *stayed.*
al-lowed', *granted.*

THE CLOAK.

1. Several soldiers came to a village in Germany, in a time of war, and asked for a guide. They desired an old laborer to go with them. It was very cold; snow was falling, and the wind was very violent. The old laborer begged that some one would lend him a cloak; but nobody was willing to grant his request.

2. Only a strange old man, who had been driven from his home by the war, had pity on the laborer, and gave him his old cloak, though he was very poor. The soldiers marched away.

3. Late in the evening, a handsome young officer, dressed in a splendid uniform, and with a badge of honor on his breast, rode into the village. He desired to be led to the old man who had lent his cloak to the guide. When the kind old man saw the officer, he gave a loud cry. "That is my son Rudolf!" he exclaimed, and ran to embrace the youth.

4. Rudolf had been obliged to become a soldier several years before; and, as he was very upright and brave, as well as clever, he had been made an officer. During all this time he had heard nothing of his father, who had formerly been a merchant in a large town; but, as soon as he saw the old cloak, and had heard the story of the

guide, he felt sure that his father was now living in this village.

5. The father and son shed tears of joy, and the people who stood around them wept with them. Rudolf remained with his father all night, and talked with him until morning. Before he went away, he gave him a great sum of money, and promised to take care of him in future.

6. The people all said: "Because the good old man was so kind, God has taken pity on him, and allowed him to find his son again, who will take care of him, and put an end to his troubles."

LESSON LXVII.

his'to-ry, *an account of facts or past events.*
per-suad'ed (-swād'ed), *prevailed upon, induced.*
coun'sel, *advice.*
ter-rif'ic, *frightful, dreadful.*
prompt'ly, *readily, quickly.*
vi'o-lence, *force, fury.*
seeth'ing, *boiling.*
rig'ging, *all the ropes of a ship.*
de-tached', *disengaged.*
per'il-ous, *full of danger.*
furl, *to roll or fold up.*
hatch'et, *a kind of small axe.*
a-bāt'ed, *grew less, ceased raging.*

THE BOY WHO TRIED TO DO HIS DUTY.

1. MANY years ago, in one of the small towns on the coast of Massachusetts Bay, there lived a widow with an only son. He was a boy of a cheerful, manly spirit, and a general

favorite in the village. His name was Francis Horner.

2. I have not time to tell you the history of his boyhood. How he went to the village school, and duly performed his tasks; how he played with his schoolmates among the rocks along the sea-shore; how he hunted and fished; how he rambled over the hills, and swam in the sea,—all this and much more the reader must imagine for himself.

3. When Frank was fourteen years old, he made up his mind to go to sea. It was hard for his mother to have him go; but he had his way to make in the world, and, as she thought it would be for his good, she consented.

4. So Frank bade his mother "good-by" with a sad though stout heart, and was soon far away on the bright blue sea, with nothing but sky and ocean above and around him.

5. His mother, before bidding him farewell, told him he must try to do his duty like a man. "And, Frank," she added, "always obey orders, and never be persuaded to do what is wrong."

6. Frank resolved he would follow his mother's counsel, and was always very careful to attend to his duty promptly. Sometimes the wind blew very hard, and then the crew had to go quickly upon the masts, and furl some of the sails.

7. In the darkness of night, with the vessel pitching in a heavy sea, and the wind blowing the sails and ropes about with terrific force, this was no easy or pleasant task. Yet here, as elsewhere, Frank was always foremost at the post of duty.

8. One day, in the Indian Ocean, a great storm burst upon them with fearful violence. The wind howled dismally through the rigging. The air was filled with spray, and the sky and ocean seemed mingled together. It soon grew quite dark, so that they could see nothing but the seething foam of the waves which surrounded and seemed eager to ingulf them.

9. Most of the sails had been furled before the storm came on, but a few were still spread. These were quickly torn to shreds, and one of the masts was broken off, and fell over the side of the ship.

10. Here, entangled in the rigging, it hung in such a manner that it could not be cut away without great danger to him who should attempt it. Yet every one saw that, if it was not detached, it would make a hole in the side of the vessel, which would soon cause her to sink.

11. All shrunk from the perilous task. Frank, however, remembering his mother's counsel and his own resolution, seized a hatchet, went out carefully on the mast over the side of the vessel,

and succeeded in cutting the ropes that held the broken part. A shout of joy greeted him as he sprung safely upon the deck again.

12. The gale abated, and the vessel, though shattered, soon reached port. Here she was repaired, and in due time sailed again for home.

LESSON LXVIII.

cap'tain (-tin), *a commander.*
voy'age, *a passage by sea or other water.*
dis-tin'guished (-ting'gwisht), *made known, eminent.*
in-teg'ri-ty, *honesty.*
at-ten'tion, *heed, care.*
in'dus-try, *steady attention to business, diligence.*
suc-cess'-ful, *prosperous, fortunate.*
bus'iness (biz'nes), *that which keeps one busy; employment.*
char'ac-ter, *personal qualities.*
gen'ius, *great mental power.*
faith, *belief.*
em'i-nent, *high in public esteem.*
tal'ent, *natural gift, faculty.*
en'er-gy, *power in action, vigor, force.*

THE BOY WHO TRIED TO DO HIS DUTY, CONCLUDED.

1. One bright morning in June, Frank saw in the distance the shores of his native land dimly rising out of the sparkling ocean.

2. You may be sure his heart leaped at the sight. After getting on shore, he made his way, as soon as he could, to his native town. You

may imagine the joy of his mother at the sight of her brave boy, now grown so strong and manly.

3. The captain of the vessel did not fail to tell the owners how Frank had saved the ship. They sent for him, thanked him, and offered him

the place of second mate of the vessel on her next voyage.

4. This was the beginning of Frank's good fortune. In this new position he distinguished himself, as before, by integrity and strict attention to duty, and, before he was twenty-one years old, was master of a fine ship.

5. After making several successful voyages, he became a merchant in a large city near his native town. His industry and honor soon gave him success in business; and the nobleness and beauty of his character won for him the respect of all.

6. His mother's last years were spent in his house, and she lived to see her son one of the most eminent men in the city.

7. Cannot every boy who reads this tell me the secret of Francis Horner's success? It was not great talent or genius. He simply did his duty, as he went along, with energy, resolution, and in a cheerful spirit. He had a patient trust in God, and firm faith that the right course was the best.

8. How many men wish they could begin life again, that they might do as he did! Boys, you are not obliged to content yourselves with such vain wishes, or to look back on a long life wasted and misspent. Your life is still before you. Shall it be honorable, brave, and successful, or

mean, poor, and unhappy! Choose now, and, having chosen, stick to your choice and don't fail to ask God to help you.

LESSON LXIX.

THE SQUIRREL FAMILY.

A PAIR of squirrels made their nest within a hollow tree;
They went in at a little hole that nobody could see.

They had three little squirrels there, too little to come out,
Although within the hollow tree they clambered all about.

These cunning little squirrels were no bigger than my thumb,
But always leaped about for joy to see their mother come.

She always brought them home some nuts, or else some yellow corn,
And never once forgot them from the day that they were born.

They all thus lived in love and peace within the hollow tree,
A happy and contented little squirrel family.

LESSON LXX.

puz'zle	glos'sy	be-lieve'	eigh'ty (a'te)
rid'dle	com-pare'	cer'tain-ly	laugh'ing (laf'-)

sud'den-ly, *in a hasty or unexpected manner.*
in earnest, *meaning what you say.*
gar'ment, *dress.*
com-pre-hend', *to take into the mind, to understand.*

THE BLUE MEADOW.

Father. I KNOW a large, dark-blue meadow.

Emily. Father, you jest! There cannot be such a meadow; meadows look green, but not blue.

Father. But my meadow is blue, and it is larger than all the meadows in the world.

Laura. Have I ever seen it, father?

Father. You have all seen it; and you are able to see it every day. On my meadow, year in and year out, one day as another, a countless number of large and small sheep wander, but nothing grows there.

Anthony. But, father, what do the sheep do, if they can find nothing to eat there? The sheep would be hungry.

Father. My sheep do not eat, nor are they hungry.

Emily. It is a puzzle. They are certainly not living sheep. If they are, they must eat, or they would die of hunger.

Father. My sheep do not need any thing to eat

They have already lived more than a thousand years, and they are now as they were so many years ago; yet they are never hungry or thirsty.

Emily. Your sheep are more than a thousand years old! That is wonderful! Our teacher has told us that sheep hardly ever live to be more than six years old.

Father. But it is as I have said. And my sheep are very beautiful; so beautiful, and glossy, and golden, that the sheep in—in—what do you call the country where the most beautiful sheep are?

Emily. Spain, father; my book says, the most beautiful sheep are in Spain.

Father. My sheep are so beautiful that the sheep in Spain cannot compare with them; for the whole flock have golden fleeces.

The children looked at each other in astonishment; but suddenly they burst out laughing, and said, "No, no, there are no sheep with golden fleeces. How can so weak an animal as a sheep carry such a load? Father, you only say so to see if we will believe you."

Father. I am in earnest, children. The fleeces shine like gold, they are so bright and glittering; and you have often taken pleasure in looking at them.

Emily. Father, are they all day in the meadow? Do they ever bleat like other sheep?

Father. They are truly all day in the meadow,

but you cannct see them always; and no one has ever heard them bleat.

Laura. But, when the wicked wolf comes, then they bleat and run away, do they not?

Father. A wolf has never got into this meadow. They also have a shepherd, who watches over them.

Anthony. Only one shepherd! How can one shepherd take care of so many sheep? How does he look?

Father. He wears a beautiful, bright, white garment, which shines like silver, and never gets soiled. And he has watched over his flock for more than a thousand years, and yet he has never fallen asleep.

Emily. I cannot understand it. He must be a very strange man.

Lydia. Surely, he can't walk, nor even stand up; and he must be blind, just as our neighbor, old Tobias, is, and yet he is only eighty years old.

Father. He never stands still, but he always goes around with his sheep; and he is not blind, but very clear-sighted.

Lydia. Father, he certainly must sleep. You only say he doesn't, so that we shall not sleep so much. Surely, he can sleep while his dogs watch for him.

Father. Dogs? He has no dogs, and he doe not need any.

Lydia. Has he a pipe, father, that he plays upon?

Father. He has no pipe, my child. He has a beautiful silver horn; but he cannot blow upon it.

Anthony. How wonderful! A shepherd and his sheep! they are more than a thousand years old, the shepherd has a silver horn, but he cannot blow upon it! he does not sleep, and is always watchful!—I cannot comprehend it.

Emily. In what country, father, is the meadow where these wonderful sheep are?

Father. It is in no country, but it spreads over all countries.

Lydia. It must be in the air, father.

Father. Yes, it is in the air.

Lydia. But how did the sheep get there? Sheep cannot fly.

Father. O, yes; my sheep can fly; and they have never yet fallen to the earth.

Lydia. I wish I could see them flying once.

Father. You can see them flying every evening. They come into sight then, and fly all night long.

Emily. Ah, now I know what the golden sheep are! But where is the shepherd?

Father. He is with the sheep. If you wish to see him, look out of the window there. There he comes now.

All the children. The Moon! the Moon! O, now we know! The stars are the sheep, and the blue

meadow is the sky. You made it very hard for us, father! But it was a beautiful riddle! Tell us another.

Father. To-morrow, children, to-morrow.

LESSON LXXI.

di'a-mond, *the most brilliant and valuable of all precious stones.*
with-draw', *to retire.* [*per.*
good-nāt'ured, *mild in temper.*
ray, *a beam of light.*
slum'ber, *sleep.* [*quiet.*
dis-turb', *to molest, to disre-quire', to need.*
moor, *a tract of poor, low land; a marsh.*
grat'i-tude, *thankfulness.*
har'bor, *a place where ships rest in safety.*
fra'grance, *sweet odor.*
hushed (husht), *stilled.*
sus-pend'ed, *stopped for a while, stayed.*

THE MOON.

1. I AM the queen of night. I send my silver beams to give you light, after the sun withdraws at evening from the world.

2. My beams are soft and gentle. You can look at me without danger, for I am never so bright as to dazzle your eyes; nor will my rays burn your face. I am very good-natured, and let the poor glow-worms shine among the green grass, which the sun will not.

3. The stars shine round about me; but I am far brighter than any star. Indeed, all the stars together do not give so much light as I do.

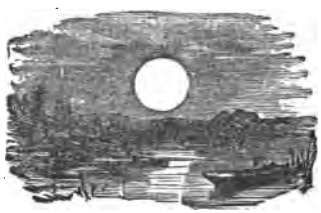
Among the small, glittering stars, I am like a fair, round pearl, surrounded by ten thousand diamonds.

4. When you are asleep, I dart a ray of silver brightness through the window upon your bed, and I say, "Sleep on, little friend, in safety. You are tired, and I will not disturb your slumber." But I do not require to sleep. My broad, round eye is never closed.

5. I shine upon the lonely seas, and the sailor lifts up his eyes in gratitude to me, for then he can see his way across the deep, and find his sheltered harbor.

6. I shine upon the lonely moors, and the tired traveller blesses my friendly light, because it guides him to the home where his wife and children await him.

7. When I shine, the dew falls and cools the air, and the flowers breathe a sweeter fragrance than by day. The sounds of busy day are hushed. The birds are silent in the grove, and the hum of labor is suspended.



LESSON LXXII.

ca-na'ry	bal'ance	de-light'	cu'ri-ous-ly
chaf'finch	ea'si-ly	gar'den	Eu-ro-pe'an

doc'ile (dos'il), *easily taught.*
in-ter-wōv'en, *woven together or between.*
con-fine'ment, *state of being confined or shut up.*
fledged, *furnished with feathers.*
con-struct'ed, *made, built.*
con'fi-dence, *reliance.*
at-tract'ive, *pleasing.*
at-ten'tive, *mindful.*
en-ter-tain'ing, *pleasing.*
plain'tive, *complaining.*

THE FINCHES.

1. The finches are one of the best known kinds of birds. They are found both in Europe and in this country. The most common birds of the finch family are the canary, the chaffinch, and the American and the European goldfinches. They are all docile, familiar, and attractive birds.

2. They all build beautiful nests of mosses curiously interwoven with wool, and lined with feathers, or other soft materials. This kind of nest is called a "basket nest." They are like beautiful moss baskets; but no baskets made by human hands are so curiously constructed. The materials are all woven together with a very rare skill.

3. The common canary bird is so generally kept and bred in the cage, that almost all are

familiar with it. It is contented and happy in confinement, becomes very tame when kindly treated, and is a very fine singer.

4. The picture shows us a group of chaffinches. The young birds are fully grown and fledged, and are ready to fly. All they need is a little confidence in their wings. Their mother is tempting them to make a trial, by holding out to them a very inviting worm, just out of their reach.

5. Presently one of the little birds will strive to reach the worm, and, losing its balance, will half tumble, half fly to the ground. The attentive mother will fly under it to prevent it from falling too heavily. The whole brood are thus persuaded, one after another, to try their wings. After a few efforts they soon learn how to use them, and require no more teaching.

6. The chaffinch is a well-known bird of Europe, living about the houses both in summer and winter. It is a gentle little bird, and a great favorite with children.

7. The goldfinch of Europe is another of the finches, well-known as a cage bird. In Europe it is a great favorite. It is easily tamed, and can be taught many entertaining tricks.

8. The goldfinch of America is a different bird from that of Europe. It is very handsome, with a bright yellow body and jet black wings. It is easily tamed, but is not contented or happy in a cage. When confined it has only a sad and plaintive song. It loves the open fields and gardens, and delights to fly from plant to plant, and to gather and crack the ripe seeds.

LESSON LXXIII.

man'tel bar'row wound'ed ac-count'
con-tin'ue shoul'der read'i-ness bur'i-al (ber-)

per-form', *to do.*
sur-pris'ing, *astonishing, wonderful.*
pre-tend', *to feign, [illegible]*
mar'ket, *place where provisions are sold.*
de-sert'er, *a soldier who runs away from service.*
at-tached' (-tacht'), *joined, fastened.*
im'i-tate, *to mimic, to copy.*
in'ter-est-ing, *exciting interest or attention.*
milk'maid, *a girl or woman who milks.*
dis-charge', *to throw off a load or charge, to fire.*
can-non-eer', *one who manages cannon.*
hos'pi-tal, *a building where the sick and the wounded are taken care of.*

THE FINCHES, CONCLUDED.

1. All the finches may be taught to learn the notes of other birds, and to perform many tricks that are very surprising.

2. We have read of a canary bird that would open its cage door with its bill. It would then fly out, place itself in a china vessel on the mantel-piece, and pretend to be bathing and washing itself; and would continue to do this until water was brought for it.

3. Another bird was taught to act the part of a deserter, and run away, while two other birds pursued and tried to catch it. A lighted match being given to one of these birds, it would fire a

small cannon, at which the deserter would fall on its side, pretending to be dead. Another bird would then come with a wheel-barrow, attached to its neck by a thread, to carry off the body for burial.

4. We have also read an interesting account of a family of goldfinches which had been taught to perform very wonderful tricks. One would act as if dead, and would allow itself to be held up by the tail, or claw, without showing any signs of life.

5. Another would lie on its back, with its claws in the air. A third would imitate a milk-maid going to market with a pail on each shoulder. A fourth bird would imitate a young girl looking out of a window. And another bird, with a soldier's cap on its head, would go through all the motions of a cannoneer. Taking a match in its claw, it would discharge a small cannon.

6. The same bird would then act as if it were wounded, and allow itself to be wheeled in a barrow as if it were being taken to a hospital.

7. A great many more very interesting and true stories might be told of what these birds have been taught to do. There are only a very few other birds which show the same readiness to learn, and to do what they are taught.

LESSON LXXIV.

reg'i-ment, *a body of troops commanded by a colonel, and consisting commonly of about a thousand men.*
sta'tioned (-shund), *placed.*
ap-peared', *came in sight.*
reb'el, *one who takes up arms against the government of his country.*
de-stroyed', *brought to nought, laid waste.*
in-tent'ly, *earnestly.*
coun'te-nance, *appearance of the face, look.*
com'rāde, *companion.*
com'pa-ny, *a division of a regiment, commanded by a captain, and consisting commonly of about a hundred men.*
ser'geant (-jent), *an officer next in rank below a lieutenant.*
pro-duced', *brought forward, brought to view.*
height, *space measured upwards.*
straight'ened (strāt'nd), *made straight.*
ceased, *stopped, left off.*

LITTLE EDDIE, THE DRUMMER.

AN INCIDENT OF THE WAR.

1. In the summer of 1861, the drummer of one of the companies of a western regiment, stationed in Missouri, was taken sick, and carried to the hospital, and there was no one to drum for the men.

2. But early the next morning there appeared before the captain's quarters a woman in deep mourning, leading by the hand a bright, active boy, about twelve or thirteen years old.

3. Her sad story was soon told. She was the widow of a man who had been killed by the

rebels because he was true to his country. Her property had also been destroyed, and she wanted to find employment for herself and her son. She had come to ask the captain to engage him as a drummer.

4. While his mother was speaking, the little fellow kept his eyes intently fixed upon the face of the captain, who looked as if he did not wish to take so small a lad for a drummer. When she had finished, the boy, who seemed to read the captain's thoughts in his countenance, spoke out, saying, "Don't be afraid, captain; I can drum."

5. This was said with so much confidence, that the captain, with a smile, exclaimed, "Well, sergeant, bring the drum, and order our fifer to come forward." In a few moments the drum was produced, and the fifer made his appearance, — a round-shouldered, good-natured fellow, who stood, when erect, something over six feet in height.

6. This great, tall man, when he saw his new comrade, stooped downward, and, after looking into the little fellow's face for a moment, said, "My little man, can you drum?" "Yes, sir," he replied; "I can. I drummed for Captain Hill, in Tennessee."

7. The tall fifer straightened himself up, and placing the fife to his lips, played "The Flowers of Edinburgh," — a very hard tune to follow with the drum. But nobly did the little fellow do his

part, showing that he was a master of the drum. When the music ceased, the captain turned to the mother, and said, "Madam, I will take your boy. What is his name?"

8. "Edward Lee," she replied. Then, laying her hand upon the captain's arm, she continued, "Captain, if he is not killed"—here her tears prevented her speaking, but she bent down over her boy and kissed him. As she rose, she said, "Captain, you will bring him back with you, won't you?" "Yes, yes," he replied; "we will surely bring him back with us. We shall be discharged in six weeks."

LESSON LXXV.

be-longed', *was a part of.*
cor'po-ral, *an officer next below a sergeant.*
con-di'tion (-dish'un), *state.*
sur'geon (-jun), *a doctor who sets broken limbs, cures wounds, &c.*
sus-pend'ers, *galluses.*
cav'al-ry, *a body of soldiers who serve on horseback.*

LITTLE EDDIE, THE DRUMMER, CONCLUDED.

1. Eddie, as he was called, was now the drummer of the company. All the men became very fond of him. When they got any watermelons, or peaches, on their march, he was always served first. He and the great, stout fifer became warm friends. When they had to cross a stream, the

fifer would take little Eddie on his back, and so carry him over.

2. The company to which our little drummer belonged was in the battle of Wilson's Creek, in which the brave General Lyon fell. The next morning little Eddie was not to be seen, but from a distance, in the woods, the sound of his drum was heard.

3. A corporal of the company went out to look for him, and found him seated on the ground, his back leaning against the trunk of a fallen tree, while his drum hung upon a bush in front of him, reaching nearly to the ground.

4. As soon as he saw his friend he dropped his drumsticks, and exclaimed, "O, corporal, I am so glad to see you! Give me a drink of water." The corporal turned to bring him some water from a brook that was near by, when Eddie, thinking that he was going to leave him, began to cry, saying, "Don't leave me, corporal; I can't walk." Poor little Eddie! both his feet had been carried away by a cruel cannon ball.

5. But the corporal did not mean to leave him. He soon returned with some water; and after Eddie had drunk of it, he looked up into his friend's face, and said, "You don't think I shall die, corporal, do you? This man said I should not, and he told me that the surgeon could cure my feet."

6. The man of whom he spoke was a rebel soldier, who was lying near them, quite dead. He had been shot through the body, and fallen near where Eddie lay. Knowing that he could not live himself, and seeing the poor boy's condition, he had crawled to him, taken off his suspenders, which were made of deerskin, and tied them tightly around Eddie's legs, below the knee, so as to stop the flow of blood. When he had done this, and spoken a few words of comfort to the little fellow, he lay down and died.

7. This man was a rebel, but in his dying moments he was very kind to Eddie. It is sad

to think that such a man should have been fighting against his country.

8. While the corporal and Eddie were talking, a sound of galloping horses was heard and in a few minutes they were both taken prisoners by a company of rebel cavalry. The officer in command was a kind-hearted man, and, seeing the little drummer's sad condition, he took him on his horse in front of him, carrying him tenderly and carefully. But it was of no use, for, when they had reached their camp, little Eddie was dead.

LESSON LXXVI.

grace'ful-ly, *with grace, elegantly.*
for'eign (-in), *of another country.*
sym'bol, *sign, emblem.*
rain'bow, *the many-colored arch seen in the sky when rain is falling.*
mem'o-ry, *the faculty which recalls things past.*
ju'bi-lee, *a season of public joy.*
wit'nessed (-nest), *seen or known personally.*
climes, *countries.*

THE AMERICAN BOY.

1. "FATHER, look up and see that flag:
How gracefully it flies!
Those pretty stripes — they seem to be
A rainbow in the skies."

2 "It is your country's flag, my son,
And proudly drinks the ligh,—

O'er ocean's waves, in foreign climes,
A symbol of our might."

3. "Father, what fearful noise is that,
Like thundering of the clouds?
Why do the people wave their hats,
And rush along in crowds?"

4. "It is the loud-mouthed cannon's roar,
The glad shouts of the Free;
This is the day to memory dear,—
'Tis Freedom's Jubilee."

5. "I wish that I was now a man;
I'd fire my cannon, too,
And cheer as loudly as the rest,—
But, father, why don't you?"

6. "I'm getting old and weak — but still
My heart is big with joy;
I've witnessed many a day like this,—
Shout you aloud, my boy."

7. "Hurrah for Freedom's Jubilee!
God bless our native land!
And may I live to hold the sword
Of Freedom in my hand!"

8. "Well done, my boy — forever love
The land that gave you birth;
A home where Freedom loves to dwell,—
The happiest land on earth."

LESSON LXXVII.

oc-curred', *happened.*
com'mo-dore, *an officer who commands a number of ships of war.*
mis'chiev-ous, *inclined to do harm, trickish.*
mūs'ing, *thinking.*
in-spīred', *animated.*
mer'ri-ment, *mirth.*
mid'ship-man, *a young officer on a ship of war, next below a lieutenant.*
tăs'sel, *a small bunch hung as an ornament to a cap, a cloak, &c.*
un-sta'ble, *unsteady.*
ap-proached', *came near.*
cir'cu-lar, *round.*

A LEAP FOR LIFE.

1. One calm day, while we were in the harbor of Mahōn', one of the most heart-thrilling scenes occurred, on board the commodore's vessel, that my eyes ever witnessed.

2. There was a large and mischievous monkey on board, named Jocko, kept for the amusement of the sailors. I was on deck, musing on the beautiful appearance of the fleet, when a loud and merry laugh burst upon my ear.

3. On turning round, I saw the commodore's son, whom the crew had nicknamed "Little Bobstay," standing on the deck, clapping his hands, and looking aloft at some object that inspired him with a great deal of glee. He was about twelve years old, and a midshipman on the ship.

4. A single glance explained the cause of the

merriment. As Bob was coming up from the cabin, Jocko had watched his chance, snatched off the boy's cap, and run away with it up the main-mast, where he sat down and began to pick the tassel of his prize to pieces, grinning and chattering with pleasure at the success of his mischief.

5. Bob was a spirited, active lad, and did not like to lose his cap without an effort to regain it. Perhaps he was more strongly incited to make chase after Jocko, from seeing a general smile on the faces of the crew.

6. In a moment he was half way up the rigging. But Jocko kept going higher and higher as Bob approached, until the latter was within a few feet of the very top of the mast. The mischievous monkey then sprang out upon the rigging, and hung the cap at the end of one of the yards, where Bob could not have followed him unless he had had wings.

7. The crew supposed that Bob would now descend to the deck, and they ceased to watch his movements. I also had turned away, and had been engaged some minutes, when I heard a cry from one of the men, and, looking up, I saw Bob standing upon the main-truck, which is a small, circular piece of wood on the very top of the mast!

8. A cold shudder ran through my veins. There was nothing above him or around him but the empty air, and beneath him there was only

a small, unstable piece of wood, which seemed, from the deck, no bigger than a button.

9. If he should attempt to stoop, he could take hold of nothing to steady his descent. His feet quite covered up the small platform that he stood upon, and beneath that there was only a long, smooth, naked spar, which seemed to bend with his weight.

LESSON LXXVIII.

fan'cied, *thought.*
re-cov'ered, *brought back to a former state.*
af-firmed', *said it was really so.*
ma-rine' (-reen'), *a naval soldier.*
hes'i-tate, *to stop to think.*
de-scend'ed, *went downwards.*
at-tend'ed, *was present with; waited on.*

A LEAP FOR LIFE, CONCLUDED.

1. An attempt to get down would be almost certain death; he would fall headlong, and strike the deck, a crushed and shapeless mass.

2. To hail him, and inform him of his danger, would be to hasten his ruin. Indeed, I fancied the rash boy already saw his peril, and that his limbs began to quiver, and his cheek to turn deadly pale.

3. I could hardly bear to look at him, and yet could not withdraw my gaze. I felt a faintness coming over me. The air seemed to grow thick,

the mast appeared to totter, and the ship to pass from under my feet. I felt as if I myself was about to fall from a great height.

4. By a strong effort I recovered myself, and looked around me. The deck was already crowded with men. The news of poor Bob's rashness had spread through the ship like wildfire.

5. Every one, as he looked up, turned pale; yet no one spoke. Every soul in the ship was now on the deck, and every eye was turned to the main-truck.

6. At this moment there was a stir among the crew about the gangway, and, directly after, the commodore, Bob's father, appeared. He had come alongside in a shore boat, without having been noticed by a single eye.

7. He was a dark-faced, stern man, and some thought he had but little affection for his son, but others affirmed that he loved his boy too well to spoil him.

8. By no outward sign did he show what was passing within. On reaching the deck, he had ordered a marine to hand him a musket. One having been handed him, he stepped upon the look-out block, raised the gun to his shoulder, and took aim at his son, at the same time hailing him in his voice of thunder. "Bob," cried he, "jump! —jump overboard, or I'll fire at you!"

9. The boy seemed to hesitate. It was plain

that he was tottering, for his arms were thrown out like those of one scarcely able to retain his balance.

10. The commodore raised his voice again, and, in a quick, stern tone, cried, "Jump! 'tis your only chance for life!"

11. The words were scarcely out of his mouth before the body was seen to leave the truck, and spring out into the air. With a rush like a cannon-ball the body descended to the water, and, before the waves had closed over it, twenty stout fellows had dived from the deck.

12. Soon it rose — he was alive! his arms were seen to move! he struck out toward the ship.

13. Till this moment the old commodore had stood unmoved. Those that were looking at him saw that his face now turned ashy pale. He seemed to gasp for breath, and put up his hand as if to tear open his vest. He staggered forward, and would have fallen on the deck, had he not been caught by one of the sailors.

14. He was borne into his cabin, and the surgeon attended him. As soon as he recovered from the dreadful shock, he sent for Bob. What he said to him was never known; but it was noticed, when the little fellow left the cabin, that he was in tears.

LESSON LXXIX.

tea	warmed	ought	weath'er
leaves	hap'pen	ea'si-ly	sug'ar (shûg'-)

men'tion (shun), *to speak of, to name.*
blos'som, *to put forth flowers.*
trans-par'ent, *that can be distinctly seen through.*
glis'ten (glis'n), *to shine.*
col'or, *hue.*

LESSON ON OBJECTS.

WHAT happens to sugar if you leave it in water?

Do you know any other things besides sugar that are sweet?

If you put sugar into tea, what happens to the sugar?

If you put sugar into tea, does any thing happen to the tea?

At what time of the year do fruit-trees blossom?

When is the fruit ripe?

When do the leaves fall from the trees?

Are there any trees which are in leaf all the year round?

Can you tell me some of the things that you ought to do?

Can you tell me some of the things that you ought not to do?

Do you always see the sun in exactly the same part of the sky?

What is the shape of the sun?

Is the moon always of the same shape?

Can you always see the moon at night?

Can you always see the sun during the day?

Is the sky always blue?

What is the color of the clouds in bad weather?

What is rain made of?

Which can you lift most easily in your hand, water or snow? and why?

What will snow turn to, if it is warmed?

What will a piece of ice become, if it is placed near the fire?

In what kind of weather does water turn to ice, and rain turn to snow?

Tell me the names of things that can burn.

Mention some things that have a green color.

Mention some things that are transparent, or can be seen through.

Do you know any things that glisten or shine?

LESSON LXXX.

daf-fy-down-dil'ly, *a plant which bears a beautiful deep yellow flower.*

sur'face, *the outside of any thing which has length and breadth.*

breeze, *a gentle wind.*

mould, *soil at the surface of the earth.*

man'age, *to contrive.*

robed, *dressed elegantly.*

clus'tered, *collected in clusters or bunches.*

cour'age, *bravery.*

READY FOR DUTY.

1.

DAFFY-DOWN-DILLY came up in the cold,
Through the brown mould,
Although the March breezes blew keen on her face,
Although the white snow lay on many a place.

2.

Daffy-down-dilly had heard under ground
The sweet rushing sound
Of the streams as they burst off their white winter chains —
Of the whistling spring winds and the pattering rains.

3.

"Now, then," thought Daffy, deep down in her heart,
"It's time I should start!"
So she pushed her soft leaves through the hard frozen ground,
Quite up to the surface, and then she looked round.

There was snow all about her — gray clouds overhead, —
The trees all looked dead:

Then how do you think Daffy-down-dilly felt,
When the sun would not shine, and the ice would
not melt?

5.

"Cold weather!" thought Daffy, still working
away;
"The earth's hard to-day!
There's but a half inch of my leaves to be seen,
And two thirds of that is more yellow than green!

6.

"I can't do much yet; but I'll do what I can.
It's well I began!
For, unless I can manage to lift up my head,
The people will think that the Spring herself's
dead."

7.

So, little by little, she brought her leaves out,
All clustered about;
And then her bright flowers began to unfold,
Till Daffy stood robed in her spring green and
gold.

8.

O, Daffy-down-dilly! so brave and so true!
Would all were like you,—
So ready for duty in all sorts of weather,
And loyal to courage and duty together.

LESSON LXXXI.

sym'pa-thy, *fellow-feeling; tenderness.*
com-pan'ions, *associates.*
dif'fi-cul-ty, *trouble.*
di-min'ish, *to make less.*
in-crease', *to make more or greater.*
de-ject'ed, *cast down, disheartened.*
dif-fuse', *to spread widely.*

WHO IS LOVELY?

1. Who is lovely? It is the little girl who has a kind word and a pleasant smile for those around her.

2. It is the little girl who has a kind word of sympathy for every little boy or girl whom she meets in trouble, and a ready hand to help her companions out of difficulty.

3. It is the little girl who never scowls, never contends, never teases her school-mates, nor seeks in any way to diminish, but always to increase, their happiness.

4. Would it please you to pick up pearls, or diamonds, or other precious gems, as you pass along the street? But kind words and pleasant smiles are better than pearls and precious stones.

5. Take the hand of the friendless; smile on the sad and dejected; help those who are in trouble; strive everywhere to diffuse around you sunshine and joy.

A Child's Prayer

1 Ere on my bed my limbs I lay,
God grant me grace my prayers to say!—
O God, preserve my mother dear
In health and strength for many a year,
And, O! preserve my father, too,
And may I pay him reverence due;
And may I my best thoughts employ
To be my parents' hope and joy!

2 My sisters and my brothers both
From evil guard, and save from sloth:
And may we always love each other,
Our friends, our father and our mother!
And still, O Lord, to me impart
A contrite, pure, and grateful heart,
That after my last sleep I may
Awake to thy eternal day.

LESSON ON FORM.

Straight line.

Curved line.

Horizontal.

Parallels.

Right angle.

Obtuse angle.

Acute angle.

Triangle.

Square.

Parallelogram.

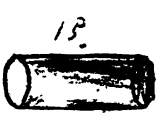
Hexagon.

Circle.

Semicircle.

Centre and radius of a circle.

Oval.



Cylinder.

Convex.

17

Concave.

b

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BREWER & TILESTON, Publishers,

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